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AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH RELATED TO TEACHING READING IN THE SECONDARY SCHOOL, 1900-1960. PRELIMINARY DRAFT.

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A PRELIMINARY DRAFT OF AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH FROM 1900 TO 1960 RELATED TO TEACHING READING IN THE SECONDARY SCHOOL IS PRESENTED. SOURCES USED IN THE DEVELOPMENT OF THE BIBLIOGRAPHY AND THE 35 CATEGORIES OF RESEARCH DEVELOPED ARE REPORTED. A TABLE INDICATING THE SEPARATE CATEGORIES AND THE NUMBER OF STUDIES IN EACH CATEGORY APPEARING PRIOR TO AND AFTER 1940 IS INCLUDED. THE BIBLIOGRAPHY COVERS 1,110 STUDIES FROM THE PUBLISHED LITERATURE. THIS BIBLIOGRAPHY IS PUBLISHED IN THE "READING TEACHER" RESEARCH ISSUES FOR 1962, 1963, AND 1964. (BK)

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AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH RELATED TO TEACHING READING IN THE SECONDARY SCHOOL: 1900-1960

(Preliminary Draft)

Dr. Edward G. Summers

School of Education
University of Pittsburgh
September 3, 1963

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An Annotated Bibliography of Selected Research
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In attempting to provide an overview of research related to teaching reading in the secondary school, the first problem is the selection of a source of reported studies which is comprehensive and covers the longest period of time. Several choices of research summaries are possible. The Educational Records Bureau Summaries, edited by Traxler, were started in 1930 and report approximately 2,000 studies over a twenty-three year period. Every three years the Review of Educational Research includes a summary of research related to reading. The first of eleven successive summaries appeared in 1931. The National Society for the Study of Education has devoted yearbooks in 1924, 1937, 1948, 1949, 1956, and 1961 to some phase of reading. However, the yearbook chapters are more properly designated "interpretations" of reading research rather than actual summaries of reported studies. Perhaps the best known and most comprehensive summary of reading research through the years has been the annual compilation of annotated studies prepared by the late William S. Gray and currently being continued by Helen M. Robinson in The Reading Teacher. It was decided to use this research source for the overview because of its length of publication time, its comprehensive nature and its reputation for inclusiveness. In addition to the above source selected annotations from the Journal of Developmental Reading have also been included.

Sources Used

Gray, William S., "Summary of Investigations Related to Reading," Supplementary Educational Monographs (No. 28, Chicago: University of Chicago Press, 1925), pp. 215-270.

All titles appearing up to July 1, 1924.

_________, "Summary of Reading Investigations," Elementary School Journal, XXVI, (1926), pp. 449-459, 507-518, 574-584, 662-683.

Successive summaries to 1932.

_________, "Summary of Reading Investigations," Journal of Educational Research, XXVI, (1933), pp. 401-424.

Successive summaries to the February 1960 issue.

Robinson, Helen M., "Summaries of Investigations Relating to Reading, July 1, 1959 to June 30, 1960," Journal of Educational Research, Vol. 54, No. 6, February 1961.

Selected annotations from the Journal of Developmental Reading, Vol. III, No. 2, Winter 1960, Vol. IV, No. 1, Autumn 1960 and Vol. V, No. 1, Autumn 1961.

The sources were reviewed and all studies which related to secondary reading were typed on standard IBM cards. In some instances studies related to reading in the elementary school, which are considered to be important foundation studies in the area where they are classified, have been included. The IBM cards were sorted into groups of studies which discussed similar topics. A title was then developed which was descriptive of the studies included. Thus, instead of establishing an arbitrary list of titles and then forcing the studies into the titles, the titles were developed empirically and more closely represent the actual types of research reported. Through this system thirty-five titles were developed. Table 1 presents the thirty-five categories, the total number of studies in each category, and the number of studies in each category appearing prior to and after 1940.

Table 1 provides a very general indication of research trends in secondary reading. There are certain limitations in accepting such a listing as a completely valid picture of research trends. For example, the later years have the advantage because of an increased emphasis on publication and the greater number of available journals in which authors could appear. Also, as noted previously, a number of foundation studies related to elementary reading have been included. In addition, some items included in the Gray Summaries are more truly termed "bibliographic" rather than "research." In spite of the limitations the listing does supply an approximation of general trends in reported research related to secondary reading.

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TABLE 1

Tabulation of Categories of Reported Research in Secondary Reading and the Number of Studies Appearing in Separate Categories

Categories	Prior to 1940	1940 to June, 1960	Total
Research Compilations in Reading	5	33	38
Measurement	20	34	54
Professional Training of Reading Teachers	3	12	15
Achievement in Reading	17	38	55
Reading Achievement Past and Present	1	14	15
Reading Skills and Teaching Methods	10	18	28
Intelligence and Reading	5	12	17
Sex Differences and Reading Achievement	5	6	11
Individual Differences and Reading	2	5	7
Reading and the Gifted	2	14	16
Vision and Reading	15	47	62
Auditory Abilities and Reading	0	3	3
Reading Comprehension	7	16	23
Rate and Comprehension in Reading	1	2	3
Reading in High School	11	48	59
Reading in Junior High School	16	24	40
Reading in the Content Fields	6	9	15
Reading and Language Arts	39	26	65
Reading and History	16	4	20
Reading and Mathematics	28	16	44
Reading and Spelling	3	4	7
Reading and Science	7	12	19
Reading and Social Studies	11	13	24
Readability	0	48	48
Reading Materials	6	19	25
Newspapers and Reading	11	18	29
Reading and Comic Books	0	16	16
Mass Media and Reading	1	19	20
Reading Interests and Habits	48	37	85
Recreational, Voluntary and Leisure Time Reading	30	9	39
Mechanical Devices and Reading	4	10	14
Reading and Study Skills	35	14	49
Diagnosis and Treatment of Difficulties	4	84	88
Remedial Reading Programs	23	21	44
	401	709	1110

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Vision and Reading 45

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Reading Comprehension 54

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Reading in High School 59

Reading in Junior High School 72

Reading in The Content Fields 79

Reading and Language Arts 81

Reading and History 92

Reading and Mathematics 95

Reading and Spelling 100

Reading and Science 101

Reading and Social Studies 104

Readability 108

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Newspapers and Reading 120

Reading and Comic Books 124

Mass Media and Reading 127

Reading and the Library 131

Reading Interests and Habits 132

Recreational, Voluntary and Leisure Time Reading 145

Mechanical Devices and Reading 151

Reading and Study Skills 153

Diagnosis and Treatment of Reading Difficulties 161

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Research Compilations in Reading:

Huey, Edmund B. The Psychology and Pedagogy of Reading. New York: Macmillan Co., 1908. pp. xvi+470.

Summarizes scientific investigations of reading and discuss the history of reading and of reading methods, the pedagogy of reading, and the hygiene of reading.

Gray, William S. "Implications of Research for the Improvement of Reading," Education, LXX (May, 1950), 539-547.

Utilizes the results of scientific studies of reading in discussing: (1) "the dimensions of the reading act"; (2) "Reading: a series of complex activities"; (3) "the common elements in reading ability"; (4) "reading competence influenced by many personal factors"; (5) "growth in reading parallels total development"; (6) "methods of teaching."

Gray, William S. "Reading," Encyclopedia of Research in Education, pp. 965-1005. New York: The Macmillan Company, 1950. (revised edition).

Presents a summary of significant results of research in reading, classified under three headings: "The Sociology of Reading," "The Physiology and Psychology of Reading, " and "The Teaching of Reading."

Gray, William S. "Curriculum Investigations at the Elementary- and Secondary-School Levels, A reading, " Review of Educational Research, IV (April, 1934), pp. 135-38.

Summarizes the contributions of 28 different reading investigations relating to curriculum problems at the elementary and secondary-school levels.

Gray, William S. "Reading," Encyclopedia of Educational Research, pp. 891-926. Edited by Walter S. Monroe. New York: Macmillan Co., 1941.

Presents a brief summary of the results of scientific studies of reading published during the last century.

Gray, William S. "Needed Research in Reading," Elementary English, XXIX (February, 1952), 100-109.

Reviews previously recommended problems for study and suggests ten problems meriting further research in each of five areas: nature of reading; practical issues faced in teaching reading; problems relating to the reader; issues arising at specific levels; and problems of special interest today.

Betts, Emmett A. and Betts, Thelma Marshall. An Index to Professional Literature on Reading and Related Topics. New York: American Book Company, 1945. pp. 138.

Includes 8,278 references published prior to January 1, 1943; also a topic index under more than 150 different headings.

Traxler, Arthur E. Summary and Selected Bibliography of Research Relating to the Diagnosis and Teaching of Reading. 1930-37. Educational Records Supplementary Bulletin A. (New York: Educational Records Bureau. (October, 1937), pp. 60.

Includes an annotated bibliography of 283 items together with a brief summary of their major contributions.

Traxler, Arthur E. "The Status of Research in Remedial Reading," Special Supplement to the English Journal, April, 1939. pp. 3-20.

Summarizes "some of the main contributions of research to the various steps involved in a program of remedial reading, with special reference to the secondary school and college levels.

Traxler, Arthur E., and Seder, Margaret A. "Summary and Selected Bibliography of Research Relating to the Diagnosis and Teaching of Reading, October, 1938, to September, 1939." Educational Records Supplementary Bulletin F. New York: Educational Records Bureau, 1939. pp. 24.

Presents an annotated bibliography of 114 studies relating to diagnosis and teaching of reading published between October, 1938, and September, 1939, and summarizes major findings and conclusions.

Traxler, Arthur E., with the assistance of Margaret Seder and the Educational Records Bureau Staff. Ten Years of Research in Reading. Educational Records Bulletin No. 32. New York: Educational Records Bureau, 1941. pp. vi+196.

Presents an annotated bibliography and a brief summary of the findings of 618 scientific studies of reading published between January 1, 1930 and January 1, 1940.

Traxler, Arthur E. "Research in Reading in the United States," Journal of Educational Research XLII (March, 1949), 481-99.

Reviews briefly the nature and scope of early research in reading, the broad outlines of reading progress between 1930 and 1948, and basic conclusions concerning fourteen different aspects of reading.

Traxler, Arthur E. and Jungeblut, Ann, with the assistance of the Educational Records Bureau Staff. Research in Reading During Another Four Years: Summary and Bibliography. Educational Records Bulletin, No. 75. New York: Educational Records Bureau, May, 1960. Entire issue.

Summarizes the major findings of 438 scientific studies relating to reading published between July 1, 1953 and December 31, 1957, includes annotated bibliographical references.

Traxler, Arthur E. "Recent Findings and Trends in Research on Reading," The Reading Teacher, XIII (December, 1959), 90-99.

Summarizes the major findings of research on reading, 1953-57, under such headings as readiness, interest, reading and other subjects, phonics, tests, speed of reading, visual defects, auditory defects, typography, diagnosis, remedial and corrective work.

Traxler, Arthur E., and Townsend, Agatha. Another Five Years of Research in Reading. Educational Records Bulletin No. 46. New York 19: Educational Records Bureau, 437 West 59th Street, October, 1946. pp. vi+192.

Includes an annotated bibliography of 527 references, published between January 1, 1940 and January 1, 1945, and classified under 20 headings; summarizes important findings in each area.

Traxler, Arthur E., and Townsend, Agatha, with the assistance of Ann Jungeblut and the Educational Records Bureau Staff. Eight More Years of Research in Reading: Summary and Bibliography, Educational Records Bulletin, No. 64. New York: Educational Records Bureau, 1955. pp. vi+284.

Summarizes under 23 headings the general findings of 760 scientific studies of reading published from 1945 through 1952.

Gates, Arthur I. "Frontiers in Educational Research in Reading," Journal of Educational Research, XL (January, 1947), 381-88.

Reviews "significant facts about reading revealed by research" and discusses nine "major needs for research concerning reading."

Shane, Harold G. "The First R," Research Helps in Teaching the Language Arts, Chapter 2, Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1955, pp. 80.

Summarizes the findings of research relating to 11 "basic questions," distilled from hundreds on questions relating to reading asked by teachers.

Staiger, Ralph C. "Language Arts Research, 1958," Elementary English, XXXVI (November, 1959), 502-10.

Lists 284 research studies relating to reading reported as completed or in progress during 1958. A corresponding list for 1956 appeared in the April, 1957 issue of Elementary English.

Durrell, Donald D. and Murphy, Helen A. "Research in Reading 1946-1948," Language Arts and the Fine Arts, Review of Educational Research, XIX (April, 1949), 95-106.

Summarizes significant findings of 88 studies published between 1946-8 under such headings as "special techniques in reading"; "status studies"; "reading disabilities"; "textbook analysis."

Smith, Nila Banton. "Readiness for Reading," Elementary English, XXVII (January, February, 1950), 31-39; 91-106. See also Readiness for Reading and Related Language Arts, A Research Bulletin of the National Conference on Research in English. Chicago: National Council of Teachers of English, 1950.

Summarizes significant findings of recent research relating to readiness for reading, as reported in 136 articles, books and reports, organized under the following headings: "the evolution of the concept," "physiological readiness," "intellectual readiness," "emotional readiness," "social readiness," "experiental readiness," and "needed research."

Simon, J. "French Research in the Teaching of Reading and Writing," Journal of Educational Research, L (February, 1957), 443-59.

Presents a brief overview of the nature of the research in reading and writing which has been reported in France during recent decades; includes a bibliography of 38 items.

Davis, Frederick B. "Research in Reading in High School and College," Review of Educational Research, XXII (April, 1952), 76-88.

Summarizes in a phrase or a sentence research projects, bibliographies, and studies made in the period 1948 to 1950. Studies are classified under the following headings: Bibliographical Materials, Training Studies, Physical Factors Related to Reading, Reader Interests, Comic Books, Personality Factors, Oral Reading, Comprehension in Reading, and Studies of Reading Tests. Appended bibliography lists 122 items, most of which appeared in 1949.

Davis, Frederick B. "Research in Reading in High School and College," Review of Educational Research, XXII (April, 1952), 75-88.

Presents a summary of important finds of research relating to reading at the high school level based on 122 studies published during the last three years.

Strang, Ruth, with the assistance of Lord, Lurana; Margolin, Anita; and Young, Mary Padou. Bibliography Relating to Reading on the High School and College Level. (The Author, Teachers College, Columbia University, 1938), pp. 193.

Includes an extended classified bibliography with annotations covering all phases of reading at the high school and college levels.

Robinson, H. Alan and Dramer, Dan S. "High School Reading - 1958," Journal of Developmental Reading, III (Winter, 1960), 94-105.

The first of a series of annual summaries of the professional literature on junior and senior high school reading, including pertinent scientific studies.

Gilbert, Luther C. and Holmes, Jack A. "Reading: Psychology," Language Arts and Fine Arts, Review of Educational Research, Vol. XXV, No. 2, 77-91. Washington, D.C.: American Educational Research Association, April, 1955.

Summarizes the chief findings of 129 scientific studies relating to psychological aspects of reading and published since April, 1952.

Sheldon, William D. "Reading: Instruction," Language Arts and Fine Arts, Review of Educational Research, Vol. XXV, No. 2, 92-106. Washington, D.C.: American Educational Research Association, 1201 Sixteenth Street N.W., April, 1955.

Summarizes the chief findings of 135 scientific studies relating to instructional problems in reading and published since April, 1952.

Smith, Donald E.P. "Research Trends in the Psychology of Reading," Exploring the Goals of College Reading Programs (Edited by Oscar S. Causey), pp. 44-51. Fifth Yearbook of the Southwest Reading Conference for Colleges and Universities. Fort Worth, Texas: Texas Christian University Press, 1955.

Presents findings of a comparative study of the nature of the research in the psychology of reading, based on a sampling of research reported during 1945, 1950 and 1955.

Karlin, Robert. "Research in Reading," Elementary English, XXXVII (March, 1960), 177-83.

Summarizes important conclusions from 46 investigations relating to "reading readiness," "phonics," "interests," "comics and television," "content fields," "individual reading," "machines".

Leary, Bernice E. "What Does Research Say about Reading?" *Journal of Educational Research*, XXXIX (February, 1946), 434-44.

Summarizes in popular vein the results of research concerning the status of reading in contemporary life and the development of reading interests and habits in school.

Porter, Rutherford B; Shafer, Hugh; and Monroe, Eason. "Research in Reading during the War Years," *Language and the Fine Arts*. Review of Educational Research, XVI (April, 1946), 102-15.

Summarizes trends and results of research in reading since April, 1943 as revealed by 90 scientific studies and reports.

McCullough, Constance M. "Reading," *Language Arts and Fine Arts*, *Review of Educational Research*, XXVIII (April, 1958), 96-106.

Summarizes important findings of 77 scientific studies of reading published during the years 1955 through 1957, under the following headings: "general status"; "factors related to reading"; "developmental programs"; "improvement of reading"; "vocabulary"; "word analysis"; "comprehension"; "materials for reading".

McCullough, Constance M. "What Does Research Reveal About Practices in Teaching Reading?" *English Journal*, XLVI (November, 1957), 475-90.

Points out practices in teaching reading which research findings support organized under such major headings as developing "vocabulary", "comprehension", "speed of reading", "tastes and appreciation", "grouping for instruction", and Wevaluating growth in reading skills."

Smith, Lawrence J. "Research Workers in Selected School Subjects," *Journal of Educational Research*, XLV (December, 1951), 255-73.

Reviews Brownell's 1933 analysis of previous investigations in reading and arithmetic and presents the results of a similar analysis of reading, arithmetic, spelling and English published up to 1948, to identify trends in the number of studies reported and the extent of research by individuals.

Scott, C. Winfield. "A 'Forest' View of Present Research in Reading," *Educational and Psychological Measurement*, XIV (Spring, 1954), 208-14.

Reviews the major characteristics of research in reading during the period, 1940-50, and makes constructive suggestions for the improvement of research in this field.

Sheldon, William D. "Reading: Instruction," Review of Educational Research, XXV (April, 1955), 92-106.

Review of important books, articles, and work books published 1953-55. Specific areas summarized: reading readiness, elementary and secondary reading training, word analysis and word recognition, reading improvement programs and research, remedial instruction, interest factors, physical factors, home factors, readability, and needed research.

Harris, Theodore L. "Implications for the Teacher of Recent Research in High School Reading," High School Journal, XXXIX (January, 1956), 194-206.

Harris critically examines some major research in reading from 1950 to 1956. The areas he covers are the Improvement of Reading, Students' Interests Attitudes, and Reactions to Mass Media of Communication, Reading Tests and Related Research, and Readability. His emphasis is on exploring the kinds of problems which have been studied, how they have been studied, and whether they are meaningful for the high school teacher. He points out the variable results which have come from much recent research and suggests avenues for further investigations, clarification, and integration.

Hunnicutt, C.W. and Iverson, William J. Research in the Three R's, pp. 1-259. New York: Harper and Brothers, 1958.

Presents a reasonably detailed summary of each of 37 reports of research in reading, organized under such headings as "why we read," "how we read", "getting ready to read", "what we read", "improving understandings and tastes", "what makes it readable", "remedying our weaknesses".

Manolakes, George. "Needed Research in Reading," Educational Leadership, XV (January, 1958), 238-42.

Discusses the research needed in reading to secure improvement in three directions: "the development of apositive program of reading instruction", "more effective teaching and learning experiences", and "consistency with the growth and development of children".

Measurement

Townsend, Agatha. "The Stanford Achievement Test: Results of Two Forms of the Revised Edition Administered Five Months Apart," 1954 Achievement Testing Program in Independent Schools and Supplementary Studies. Educational Records Bulletin, No. 63, pp. 59-67. New York: Educational Records Bureau, July, 1954.

Presents correlations between the scores of 111 fifth-grade pupils on Intermediate Forms J and K of the most recent revision of the Stanford Achievement Test (including paragraph and word meaning sections; also the correlations between the scores of 144 seventh grade pupils on the Advanced forms J and K to determine their "consistency of measurement."

Traxler, Arthur E. "A Study of the New Edition of the Iowa Silent Reading Test for High Schools and Colleges," *1939 Fall Testing Program in Independent Schools and Supplementary Studies*, pp. 39-47. Educational Records Bulletin No. 29, New York: Educational Records Bureau, 1940.

Analyzes the scores made by nearly seven thousand pupils in Grades IX to XII to determine the reliability of scores on the new Iowa Silent Reading Test; presents data on the relationship of scores on the test and academic aptitude test scores.

Greene, Edward B. "Michigan Speed of Reading Tests," *Journal of Educational Research*, XXVIII (December, 1934), 283-88.

Reports steps taken in developing speed of reading tests at the fourth-grade level and in determining age and grade norms for about 3000 persons, ranging from those in the third grade to college seniors.

Chall, Jeanne S. "The Roswell-Chall Diagnostic Reading Test of Word Analysis Skills: Evidence of Reliability and Validity," *Reading Teacher*, XI (February, 1958), 179-83.

Describes the general nature of the test, discusses its reliability and validity, and reports the average number of errors made on the test by pupils at the respective reading grade levels from 1 to 8 inclusive.

Monroe, Walter S. "Monroe's Standardized Silent Reading Tests," *Journal of Educational Psychology*, IX (June, 1918), 303-12.

Describes the derivation and standardization of the Monroe reading tests for the elementary school and the high school.

Pressey, S. L., and Pressey, Luella C. "The Relative Value of Rate and Comprehension Scores in Monroe's Silent Reading Test, as Measures of Reading Ability," *School and Society*, XI (June 19, 1920), 747-49.

Presents conclusions based on records of rate and comprehension for 147 seventh-grade pupils.

Gates, Arthur I. "A Correlational Study of a Battery of Reading Diagnostic Tests," *Journal of Educational Research*, XL (February, 1947), 436-47.

Presents certain correlations and inter-correlations between the results of 19 specific tests in the revised experimental edition of the Gates Primary Reading Tests and eight mental and achievement tests given to 32 third-grade pupils.

Murray, Carol-Faith and Karlson, Bjorn. "A Concurrent Validity Study of the Silent Reading Tests and the Gates Reading Diagnostic Tests," *The Reading Teacher*, XII (April, 1960), 293-94, 296.

Compares the means and standard deviations of the scores made by 20 children with reading disabilities on two tests which purport to measure the same skills to determine if they yield equivalent distributions of scores.

Gates, Arthur I. "A Series of Tests for the Measurement and Diagnosis of Reading Ability in Grades 3 to 8," *Teachers College Record*, XXVIII (September, 1926), 1-23.

Describes tests for measuring four types of reading ability and presents suggestions for their use in diagnosis.

Gates, Arthur I. "Methods of Constructing and Validating the Gates Reading Tests," *Teachers College Record*, XXIX (November, 1927), 148-59.

Describes the Gates Silent Reading Tests for Grades III-VIII, inclusive, and discusses briefly the steps involved in constructing them and in determining their validity.

Gates, Arthur I. "The Gates Primary Reading Tests: Their Uses in Measurement, Diagnosis, and Remedial Instruction," *Teachers College Record*, XXVIII (October, 1926), 146-78.

Describes the construction and use of three types of primary-reading tests and outlines remedial measures to be used after testing.

Spache, George. "A Comparison of Certain Oral Reading Tests," *Journal of Educational Research*, XLIII (February, 1950), 441-52.

Compares the vocabulary and the number of words read per second in the case of two oral-reading tests; *Durrell's Analysis of Reading Difficulty Kit*; and the *Gray's Oral Reading Check Tests*.

Triggs, Frances Oralind. "A Comparison of Auditory and Silent Presentations of Reading Comprehension Tests," *The 14th Yearbook, National Council on Measurements Used in Education*, pp. 1-7. Princeton, N.J. Educational Testing Service, 1957.

Presents intercorrelations of the scores of seventh and eighth grade pupils on two forms of the Diagnostic Reading Tests, one form read silently and the other read to the students; also the relationship between scores on word attack and comprehension sections of the tests when presented in the two ways.

"A Note on the Correlation Between Forms A and B of the Diagnostic Reading Tests: Survey Section, with A Time Interval of Approximately One Year." 1949 Fall Testing Program in Independent Schools and Supplementary Studies, pp. 67-68. Educational Records Bulletin No. 53. New York: Education Records Bureau, 1950.

Bases conclusions on data from three groups of independent school pupils in Grades VII, IX, and XI when the first tests were given.

Traxler, Arthur E. "Intercorrelations and Validity of Scores on Three Reading Tests," 1950 Fall Testing Program in Independent Schools and Supplementary Studies, Educational Records Bulletin No. 56 (New York: Educational Records Bureau, 1951) 79-89.

Presents intercorrelations and validity of the scores on the Cooperative Reading Comprehension Test, the Iowa Silent Reading Test, and the Survey Section of the Diagnostic Reading Tests for pupils in Grades IX, XII, inclusive, in an independent school for boys.

Traxler, Arthur E. "Results of the Diagnostic Reading Tests for Grades 4, 5 and 6, Survey Section, Among Independent School Pupils," 1952 Fall Testing Program in Independent Schools and Supplementary Studies, Educational Records Bulletin No. 60, pp. 69-76. New York: Educational Records Bureau, 1952.

Reports the results of studies concerning the validity of entering responses on separate answer sheets as contrasted with entering them in test booklets; also presents evidence concerning the reliability of the tests and intercorrelations among parts of the test and with other reading tests.

North, Robert D. "A Comparison of the Cooperative School and College Ability Tests: College Ability Test, and the American Council Psychological Examination: Reliabilities, intercorrelations, and Correlations with the Diagnostic Reading Tests," 1955 Fall Testing Program in Independent Schools and Supplementary Studies, Educational Records Bulletin, No. 67, pp. 65-72. New York: Educational Records Bureau, February, 1956.

Bases conclusions on test results from six independent schools in which 184 tenth-grade and 153 twelfth-grade pupils took the three tests involved in the study.

Jackson, Robert. "A Comparison of Diagnostic Reading Tests with Certain Other Criteria," Educational and Psychological Measurement, XI (winter, 1951), 603-4.

Reports correlations between part scores of the Diagnostic Reading Test and the Cooperative English Test: Reading Comprehension, C_2, and the ACE Psychological Examination; also the correlations between scores on the two reading tests.

Waldman, John and Triggs, Francis Oralind. "The Measurement of Word Attack Skills," Elementary English, XXXV (November, 1958), 459-63.

Reports the correlations between the scores made by pupils in grades 4, 5, 6 and 7 in word recognition, comprehension, vocabulary and rates of reading, as measured by the Diagnostic Reading Tests: Survey Section, Lower Level, and in Spelling, as measured by the Lincoln Diagnostic Spelling Test, Intermediate Forms A, B, C and D.

Traxler, Arthur E. "Reliability and Intercorrelation of the Vocabulary Section of the Diagnostic Reading Tests," 1948 Fall Testing Program in Independent Schools and Supplementary Studies, Educational Records Bulletin, No. 51. New York: Educational Records Bureau, 1949. pp. 50-53.

Compares the Spearman-Brown reliability coefficients of Form A of the Diagnostic Reading Tests based on scores of 219 independent school tenth-grade pupils with the author's reliabilities for 759 public school tenth-grade pupils.

Townsend, Agatha. "Use of the Survey Section of the Diagnostic Reading Tests in the Independent School Testing Program," 1948 Fall Testing Program in Independent Schools and Supplementary Studies, Educational Records Bulletin, No. 51. New York: Educational Records Bureau, 1949. pp. 42-49.

Compares the reliability of the scores on the Survey Section of the Diagnostic Reading Tests as determined by the author and as calculated through the use of data from 200 independent school pupils at the tenth-grade level.

Levinson, Boris M. "Reevaluation of the Revised Stanford-Binet Scale, Form L Vocabulary as a Test of Intelligence for the Kindergarten and Primary School Child," Journal of Genetic Psychology, XCIII (December, 1958), 237-48.

Analyzes the scores made by 776 pupils on the Revised Stanford-Binet Scale, Form L, to determine (a) its value in establishing an index of intelligence as compared with the full-scale Binet and (b) the relative standing of a different sub-culture (foreign birth) on vocabulary and full-scale Binet.

Thurstone, L. L. "Note on a Reanalysis of Davis' Reading Tests," Psychometrika, XI (September, 1946), 185-88.

Reanalyzes by the Spearman uni-dimensional method the data presented by Frederick B. Davis in " Fundamental Factors of Comprehension in Reading, " Psychometrika, 1944, 9, 155-97.

Davis, Frederick B. "A Brief Comment on Thurstone's Note on a Reanalysis of Davis' Reading Tests," *Psychometrika*, XI (December, 1946), 249-55.

Compares the factorial analysis by Thurstone and himself of the same basic data and defends his procedures in terms of their social utility "which is offered as a proper criterion for judging the merit of factorial analyses performed by different mathematical procedures."

Kelly, F. J. "The Kansas Silent Reading Tests," *Journal of Educational Psychology*, VII (February, 1916), 63-80.

Describes the derivation and standardization of tests for use in elementary schools and high schools.

Ammons, Robert B. and Abelardo Aguero. "The Full-Range Picture Vocabulary Test: VII. Results for a Spanish-American School-Age Population," *Journal of Social Psychology*, XXXII, First Half (August, 1950), 3-10.

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Presents correlations between verbal and numerical totals obtained on the Junior Scholastic Aptitude Test by independent school pupils in the eighth grade and scores on the Cooperative English Test: Reading Comprehension.

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Carroll, Herbert A. "A Standardized Test of Prose Appreciation for Senior High School Pupils," *Journal of Educational Psychology*, XXIII (September, 1932), pp. 401-10. See also the *English Journal*, XXII (March, 1933), pp. 184-89.

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Traxler, Arthur Edwin. *The Measurement and Improvement of Silent Reading at the Junior-High-School Level* (private edition). (Chicago: University of Chicago Libraries, 1932). pp. vii+218.

Describes the derivation and validity of a battery of silent reading tests and their use in diagnosis and remedial teaching.

Flanagan, John C. "A New Type of Reading Test for Secondary-School and College Students Which Provides Separate Scores for Speed of Comprehension and Level of Comprehension," Practical Values of Educational Research, pp. 195-99. Official Report of the American Educational Research Association 1938. Washington: American Educational Research Association of the National Education Association, 1938.

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Traxler, Arthur E. "The Relationship Between the Length and the Reliability of a Test of Rate of Reading," Journal of Educational Research, XXXII (September, 1938), 1-2.

Compares the number of lines read in two forms of a speed of reading test for various time intervals up to 500 seconds using 78 high-school juniors as subjects.

Traxler, Arthur E. "One Reading Test Serves the Purpose, " The Clearing House, XIV (March, 1940), 419-21.

Presents correlations (a) between scores on different forms of four reading tests administered a year apart and (b) between different reading tests administered at intervals of one year.

Conant, Margaret M. The Construction of a Diagnostic Reading Test for Senior High School Students and College Freshmen. Contributions to Education, No. 861. New York: Teachers College, Columbia University, 1942. pp. viii+156.

Describes the principles on which the test was constructed; analyzes the scores made by high school pupils to determine the extent to which there is a unitary reading ability or reading abilities; offers suggestions for further investigations in this field.

Case, Luther. "Two Standardized Tests for Measuring Comprehension in Ninth-Grade Reading." Unpublished Master's thesis, Department of Education, University of Chicago, 1920.

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Scott, Colin A. "An Eighth-Grade Demonstration Class and the Three R's," Journal of Educational Psychology, X (April, 1919), 189-218.

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Stone, C. R. "Recent Developments in Silent-Reading Tests," Journal of Educational Research, VI (September, 1922), 102-15.

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Mitchell, June Frary. "Prediction of Increase in Silent Reading Rate," *Clinical Studies in Reading*, II pp. 89-93. Supplementary Educational Monographs No. 77. Chicago; University of Chicago Press, 1953.

Summarizes the results of an exploratory study including 84 cases ranging in chronological age from 12 to 20 and in IQ's from 92 to 155, to determine the value of a battery of texts, used by Rimoldi in a study of personal tempo, in the prediction of increase in rate of reading if proper instruction is given.

White, Verna. "Measuring Competence in English of Armed Services Personnel," *School Review*, LV (June, 1947), 345-55.

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McClanahan, Walter R. and Morgan, David H. "Use of Standard Tests in Counseling Engineering Students in College," *Journal of Educational Psychology*, XXXIX (December, 1948), 491-501.

Presents the results of a study to determine the pre-directive value of tests regularly given to new students in engineering, including the Nelson-Denny Reading Test for Colleges and Senior High Schools.

Blayne, Thornton C. "Validity of Self-Evaluation Charts in Developmental Reading Programs," *Elementary English*, XXVI (May, 1949), 279-81, 292.

Presents records for 45 pupils in grades nine to eleven which support the contention that individual progress charts and self-evaluation are valuable aids in improving reading competence.

Stanley, Julian C., Jr. "On the Adequacy of Standardized Tests, Administered to Extreme Norm Groups," *Peabody Journal of Education*, XXIX (November, 1951), 145-52.

As a result of an analysis of data secured through giving the Nelson-Denny Reading Test to a ninth-grade class, the advisability of using a test over a wider range of grades than those for which it was standardized is definitely questioned.

Shores, J. Harlan. "Some Considerations of Invalidities of General Reading Tests," Journal of Educational Research, XL (February, 1947), 448-57.

Examines the validity of the commonly used tests of "general reading ability" and suggests "changes in testing procedures directed toward the goal of higher validity for reading tests."

Current, W. F., and Ruch, G. M. "Further Studies on the Reliability of Reading Tests," Journal of Educational Psychology, XVII (October, 1926), 476, 81.

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Lennon, Roger T. "The stability of Achievement Test Results from Grade to Grade," Educational and Psychological Measurement, XI (Spring, 1951), 121-27.

Presents a statistical analysis of achievement test data (including reading) from pupils of grades II to VIII inclusive in 81 communities to determine the consistency of results for successive school grades, using the Metropolitan Achievement Tests.

Swineford, Frances, and Miller, Peter M. "Effects of Directions regarding Guessing on Item Statistics of a Multiple-Choice Vocabulary Test," Journal of Educational Psychology, XLIV (March, 1953), 129-139.

Summarizes and interprets data from 801 testees to determine "the amount of guessing that is likely to occur under different instructions... to find what relationship may exist between amount of guessing and performance in the area covered by the test, and to determine the effects of guessing on various statistics."

Crook, Frances E. "Interrelationships Among a Group of Language Arts Tests," Journal of Educational Research, LI (December, 1957), 305-11.

Presents the intercorrelations among the scores made by 141 tenth-grade students on 15 language arts tests, including "paragraph comprehension," "directed reading," "retention of details," and "reading rate."

____________, "Selecting a High School Reading Test," High School Journal, XXXIX (October, 1955), 49-52.

Of the more than 40 reading tests available for grades seven through twelve, Hunt identifies 15 which he has found to be "generally satisfactory." He presents a table indicating the skills measured by each test and points out that different reading tests may measure different skills or measure the same skill differently. This, he feels, may explain why two reading tests may not correlate so highly as expected.

Hunt, Lyman D. Jr., "Do We Have Diagnostic Measures of Reading Comprehension?" High School Journal, XXXIX (October, 1955), 44-49.

Hunt questions the ability of available diagnostic reading tests to measure different aspects of reading comprehension. "Does the reader in the usual or natural reading situation use mental processes which are sufficiently different to reflect described differences in reading comprehension?" His research indicated that of six item groups intended to measure six allegedly different comprehension processes, five measured equally well each of the five designated processes. The sixth item group, "vocabulary," was found to measure a somewhat different comprehension process. The author asks, "Are we on the right track when we use test scores for diagnosis?" He believes the approach should be qualitative rather than quantitative and suggests exploring further the use of individual observation and interrogation.

Broom, M. Eustace; Douglas, Josephine; and Rudd, Marion. "On the Validity of Silent Reading Tests," Journal of Applied Psychology, XV (February, 1931), 35-38.

Summarizes the results of studies relating to the validity of certain reading tests for elementary-school and junior high school pupils.

Foran, T. G., and Rock, Robert T. Jr. The Reliability of Some Silent Reading Tests, Catholic University of America Educational Research Bulletins, V, No. 6 (Washington: Catholic Education Press, 1930) pp. 24.

Presents data from 83 seventh-grade pupils which show the reliability of six reading tests.

Roeber, Edward C. "A Comparison of Seven Interest Inventories with Respect to Word Usage," Journal of Educational Research, XLII (September, 1948), 8-17.

Compares seven interest inventories with respect to the frequency of use of words above the ninth-grade level as classified in the Thorndike-Lorge Word Test.

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Strang, Ruth. "Preparation for the Teacher of Reading," Journal of Developmental Reading, IV (Autumn, 1960), 53-7.

Analysis of questionnaire replies from 77 colleges and universities concerning the number and type of courses on the teaching of reading at the high school and college level.

Haag, Carl H., Sayles, D. G., and Smith, D. E. P. "Certificate Requirements for Reading Specialists," Reading Teacher, XIV (November, 1960), 98-100.

Survey of certification requirements for reading specialists in 46 states of the United States.

Austin, Mary C., et al. *The Torch Lighters*, Cambridge: Harvard University Press, 1961, pp. 196.

Survey, based upon 540 questionnaires from 371 teacher-training institutions and 74 field interviews, of the preparation of teachers of reading in the United States.

Robison, H. Alan. "The Secondary School Reading Specialist," The *Reading Teacher*, XII (December, 1958), 103-106.

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Robinson, Helen M. "Qualifications for Teachers of Remedial Reading," *School Review*, LXIII (September, 1955), 334-337.

Summarizes proposals made by 109 respondents to a questionnaire (sent to 683) under the following headings: needed background, essential understandings, skills and techniques, requirements for remedial therapy, experience essential.

Swarts, Mary Gruber. "The Readability of Books Written for Teachers About Reading," *A Report of the Tenth Annual Conference on Reading*, University of Pittsburgh, July 12-July 23, 1954, pp. 38-48. Pittsburgh, Pennsylvania: University of Pittsburgh Press.

Compares the readability scores of 23 textbooks relating to the teaching of reading, published between 1941-51, as derived through the Yoakam, the Dale-Chall and the Flesch formulas.

Fay, Leo C. *Improving the Teaching of Reading by Teacher Experimentation*. Bulletin of the Indiana University School of Education, Vol. 34, No. 5, September, 1958.

Describes the nature, procedures and results of 11 teacher-designed experiments relating to "word study-phonics", "reading in the content fields", "extensive reading", "helping the handicapped reader", "reading in the high school."

Smith, Dora V. "Extensive Reading in Junior High School: A Survey of Teacher Preparation," *English Journal*, XIX (June, 1930), 449-62.

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Roberts, C. R., and Davis, Robert A. "Reading Interests of Teachers," *Educational Administration and Supervision*, XV (February, 1929), 102-16.

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Taylor, Howard Rice. *Teacher Influence on Class Achievement: A Study of Estimated Teaching Ability to Pupil Achievement in Reading and Arithmetic.* Genetic Psychology Monographs, Volume VII, Number 2. Worcester, Massachusetts: Clark University Press, 1930. pp.81-176.

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Simpson, Ray H. "Reading Problems of Teachers and Administrators and Books Found Most Valuable in Meeting These Problems," *Educational Administration and Supervision*, XXVIII (October, 1942), 520-28.

Lists the twenty professional books on reading found most valuable in terms of two criteria: (1) "number of students who found the book valuable"; (2) "comparative rating of the book by those who found it valuable."

Mitzel, Harold E. and Medley, Donald M. "Pupil Growth in Reading—An Index of Effective Teaching," *Journal of Educational Psychology*, XLVIII (April, 1957), 227-39.

Presents the results of a study of 49 beginning teachers to estimate their average effectiveness in stimulating pupils to read, taking into account differences in learning ability and previous reading achievement of pupils, differences in grade level, and differences in average amounts of improvement in reading among pupils in different schools.

Silberman, Harry F. *Studies of Teacher Behavior: Effects of Praise and Reproof on Reading Growth in a Non-Laboratory Classroom Setting.* Division of Teacher Education, Board of Higher Education of the City of New York, Research Series 33. New York 22, N. Y., 500 Park Avenue (June, 1956). See also *Journal of Educational Psychology*, XLVIII (April, 1957), 199-206.

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McGinnis, Dorothy J., et al. "Instructional Problems in Reading as Viewed by Teachers and Administrators," *Reading Teacher*, XIV (November, 1960), 75-80, 114.

Analysis of inventory completed by 549 elementary teachers and 54 school administrators in Michigan concerning problems encountered in the teaching of reading and the kinds of in-service training programs provided by their schools.

Patterson, Walter G. "The Role of the Classroom Teacher in Helping Students Improve in Reading," Journal of Developmental Reading, I (Summer, 1958), 31-41.

Summarizes the reactions of 31 high-school teachers to 12 generalizations concerning their participation in supplementing the formal reading program; also the practical suggestions made by the same teachers for helping students improve in reading.

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Holmes, Jack A. and Finley, Carmen J. "Under- and Over-Age Grade Placements and School Achievement," Journal of Educational Psychology, XLVIII (November, 1957), 447-56.

Correlates grade-placement deviations with scores made on the California Achievement Test Battery, Intermediate Form, in the case of more than 600 pupils in the seventh and in the eighth grade to determine which subjects, including reading vocabulary and reading comprehension, contribute most today to non-promotion, promotion and acceleration.

Kingston, Albert J. "A Report from Ethiopia Concerning the English Reading Ability of Ninth and Tenth Grades," Exploring the Goals of College Reading Programs (Edited by Oscar S. Causey), pp. 131-134. Fifth Yearbook of the Southwest Reading Conference for Colleges and Universities. Fort Worth, Texas: Texas Christian University Press, 1955.

Compares the achievement of 379 ninth-grade and 137 tenth-grade pupils in Addis Ababa on the Survey Section of the Diagnostic Reading Test (Form B) with that of pupils in the United States.

Smith, Henry Lester, and Eaton, Merrill T. Analysis of the Proficiency in Silent Reading of 11,424 Sophomore Pupils in 243 High Schools in Indiana. Bulletin of the School of Education, Indiana University, Vol. XXII, No. 1. Bloomington, Indiana: Bureau of Cooperative Research and Field Service, School of Education, Indiana University, 1946. pp. 51.

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Krantz, Lavern L. "An Application of Multiple Regression Analysis in Determining the Relative Contribution of Certain Components of Reading Ability in Grade and High School Achievement," Journal of Experimental Education, XXIII (March, 1955), 275-77.

Describes a statistical method for determining the relationship "between reading and basic skills as measured in the seventh grade (the independent variables) and success in certain phases of the academic program at the high school level (the dependent variables)."

Kowitz, G. T., and Armstrong, C. M. "The Effects of Promotion Policy on Academic Achievement," *Elementary School Journal*, LXI (May 1961), 435-43.

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Traxler, Arthur E., and Selover, Margaret S. "Relationship of Elementary School Achievement Tests to Achievement Tests Taken in the Secondary School," *Journal of Educational Research*, XXXVI (November, 1942), 161-67.

Compares the coefficients of correlation between reading test scores in grades five to eight and scores on the cooperative achievement tests in grade nine or higher.

Bowman, Howard A. "Difference in Academic Achievement Between Pupils Who Left and Pupils Who Entered Los Angeles High Schools, 1948-1950," *California Journal of Educational Research*, (November, 1952), 216-222.

Based conclusions upon the results of the city-wide use of the Iowa Tests of Educational Development, including tests of understanding of basic social concepts, tests of interpretation of social studies, natural science and literary materials, and general vocabulary.

Hoyt, Jeanne S. and Blackmore, Dorothy S. "Fifty Seventh Graders: A Comparison of Their Reading Achievement and Expected Achievement in Grades One Through Seven," *Journal of Educational Research*, LIII (January, 1960), 163-71.

Compares the achievement at each grade level of 50 seventh-grade pupils who had been in the school system since the first grade with their expected achievement as indicated by their intelligence scores determined in the seventh grade.

Barrett, Harry O. "The Predictive Efficiency of Grade 8 Objective Tests in terms of Grade 9 Achievement," *Ontario Journal of Educational Research*, II (April, 1960), 101-07.

Presents and interprets the correlations of scores on reading and arithmetic tests with marks on Christmas examinations in four academic fields by 2,510 ninth-grade pupils to determine the predictive value of the objective tests used.

Van Wagenen, M. J. *Comparative Pupil Achievement in Rural, Town, and City Schools*. Minneapolis, Minnesota: University of Minnesota Press, 1929. Pp. x+144.

Compares the achievement in reading, as measured by the Thorndike-McCall Reading Scale, of seventh-and eighth-grade pupils in a thousand or more one-room rural schools and in more than 150 town and city school systems.

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Presents the scores in reading, spelling, and arithmetic made by pupils in Grades II-VIII, inclusive, on the Stanford Achievement Test.

Cole, Robert D. *Educational Achievement in North Dakota City, Town and Rural Schools*. School of Education Bulletin No. 9. Departmental Bulletin of the University of North Dakota, Vol. XV, No. 2. Grand Forks, North Dakota: University of North Dakota, 1931. Pp. 54.

Compares the achievement of pupils in Grades IV-VIII, inclusive, through the use of the New Stanford Achievement Test.

Grant, Albert. "Results of Nelson Silent Reading Tests in Grade IX," *School Review*, XLVIII (January, 1940), 34-39.

Presents data secured from more than 3,000 ninth-grade pupils through the use of the Nelson Silent Reading Test to determine the suitability of that test for use in the ninth-grade.

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Presents the results of a state-wide survey in Iowa to determine the answers to five questions concerning the reading accomplishments of elementary-school and high-school pupils.

Harlan, Charles L. "Years in School and Achievements in Reading and Arithmetic," *Journal of Educational Research*, VIII (September, 1923), 145-49.

Discusses the relation of the amount of schooling and achievement in reading and arithmetic in the case of nine hundred pupils in Grades IV to VIII, inclusive.

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Touton, Frank C., and Heilman, Karl K. "Achievements of California High-School Seniors in Reading Comprehension, Vocabulary, and Spelling." *In Studies of Secondary School Graduates in Their Mastery of Certain Fundamental Processes*, pp. 1-20. University of Southern California Studies, Second Series, Number 1. Los Angeles, California: University of Southern California, 1927.

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North, Robert D. "Academic Achievement of Independent School Pupils as Reflected by Stanford Achievement Test Results, 1953-57," 1957 Achievement Testing Program in Independent Schools and Supplementary Studies, 55-63. Educational Records Bulletin, No. 70. New York: Educational Records Bureau, 21 Audubon Avenue, 1957.

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Wheeler, Arville. "Evaluation of the Teaching of Reading in Grades I-XII, in the Public Schools of Morgan County, Alabama," Peabody Journal of Education, XXVI (May, 1949), 329-37.

Bases conclusions concerning the efficiency of the reading program on the results of standardized tests, informal tests, observations, and conferences with the supervisor, the principals and the teachers.

Educational Records Bulletin No. 78, 1960 Fall Testing Programs in Independent Schools and Supplementary Studies, February, 1961. New York: Educational Records Bureau. Pp. 76.

Annual summary and correlation analysis of a comprehensive public and private school achievement testing program, including reading achievement, for elementary and secondary schools.

Fridian, Sister Mary. "Reading Achievement in a Catholic Parochial School," School and Society, LXXXVI (November 8, 1958), 403-5.

Compares the achievement in reading of pupils in Grades I to VII inclusive in 1940 and in 1956, as measured by the Gates reading tests for the appropriate grades.

Carmichael, Anne, and Rees, Robert E. "A Survey of Reading Achievement in Alberta Schools," Alberta Journal of Educational Research, I (March, 1955), 18-33.

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Coull, William H. "A Normative Survey of Reading Achievement of Alberta Children in Relation to Intelligence, Sex, Bilingualism, and Grade Placement," Alberta Journal of Educational Research, II (March, 1956), 18-29.

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Traxler, Arthur E. "Reading Growth of Secondary-School Pupils during a Five-Year Period," 1950 Achievement Testing Program in Independent Schools and Supplementary Studies, Educational Records Bulletin No. 54 (New York: Educational Records Bureau, 1950), 96-107.

Bases conclusions upon the progress of 36 pupils in four schools who were in the seventh grade in 1944 and who took various forms of the Cooperative English Test C, Reading Comprehension, each year until 1949.

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Traxler, Arthur E. "Some Independent School Results on the Cooperative School and College Ability Tests, Levels 2-5," *1959 Fall Testing Program in Independent Schools and Supplementary Studies*, Educational Records Bulletin, No. 76. New York: Educational Records Bureau, 1960, 57-64.

Presents correlations of scores "on the Schools Ability Test with comprehension on three reading tests for several small groups of independent school pupils."

Smith, Bertha M. "Correlation of Ability in Reading with the General Grades in High School," *School Review*, XXVII (September, 1919), 493-511.

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Reports the results of a study among 149 ninth-grade pupils to determine the correlation between teachers' marks and scores on reading, vocabulary, and intelligence tests.

Dickinson, Charles E. "A Study of the Relation of Reading Ability to Scholastic Achievement," *School Review*, XXXIII (October, 1925), 616-26.

Presents the results of a comparative study of the achievement of 149 ninth-grade pupils on mental, silent-reading, and vocabulary tests and of their scholastic achievement as measured by teachers' marks.

Miles, Dudley H. "Silent Reading and Pupils' Progress in High School." In *Contributions to Education*, Volume Two, pp. 113-21. Edited by J. Carleton Bell and Ambrose L. Suhrie. Yonkers-on-Hudson, New York: World Book Co., 1928.

Presents the results of the correlation of the reading-achievement scores of thirty-three high-school pupils with their class marks for four years and with their intelligence scores.

Cade, George N. "Objective Comparisons of the Achievements of Pupils Who Completed the Elementary Course in Traihing Schools and in Public Schools," Unpublished Master's thesis, Department of Education, University of Chicago, 1918.

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Cade, George N., and Gray, William S. "Objective Studies of the Achievements of Training-School and Public-School Pupils in the Freshman Year of the High School," *Elementary School Journal*, XIX (December, 1918), 291-310.

Presents the results of tests given to determine the relative efficiency of instruction in normal training schools and instruction in public elementary schools.

Collings, Ellsworth. "Learning the Fundamentals in the Activity Curriculum, " *Journal of Experimental Education*, I (June, 1933), pp. 309-15.

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Pace, C. Robert. "Handedness and Reading Ability in High School and College Students," Journal of Educational Research, XXXI (November, 1937), 205-10.

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Ramsey, Wallace. "An Analysis of Variables Predictive of Reading Growth," Journal of Developmental Reading, III (Spring, 1960), 158-64.

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Anderson, Irving H.; Hughes, Byron O.; and Dixon, W. Robert. "Age of Learning to Read and Its Relation to Sex, Intelligence, and Reading Achievement in the Sixth Grade," Journal of Educational Research, XLIX (February, 1956), 447-53.

Bases conclusions upon the records of 142 boys and 175 girls who received all of their early reading instruction in the University Elementary School, University of Michigan.

Tyler, Fred T. "Organismic Growth: sexual Maturity and Progress in Reading," Journal of Educational Psychology, XLVI (February, 1955), 85-93.

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Good, Carter V. "The Effect of Mental-Set or Attitude on the Reading Performance of High-School Pupils," Journal of Educational Research, XIV (October, 1926), 178-86.

Presents the results obtained by using different forms of the Thorndike-McCall Reading Scale with the directions altered to encourage various mental attitudes.

McKillop, Anne Selley. The Relationship between the Reader's Attitude and Certain Types of Reading Response. New York: Bureau of Publications, Teachers College, Columbia University, 1952. Pp. viii+101.

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Mannello, George. "Attitude as a Conditioner of the Acquisition of
New Facts among Eighth Grade Pupils," Journal of Genetic
Psychology, LXXXV (September, 1954), 85-103.

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and Unfavorable Propaganda," *Journal of Social Psychology*,
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291-7.

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Mitchell, Mary Alice. *The Relationship of Reading to the Social Acceptability of Sixth Grade Children*. Contributions to Education No.
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pp. xii+59.

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Mazurkiewicz, Albert J. "Social-Cultural Influences and Reading,"
Journal of Developmental Reading, III Summer 1960, 254-63.

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Gray, William S. "The Social Effects of Reading," School Review, LV (May, 1947), 269-77.

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Jackson, Evalene P. "Effects of Reading upon Attutudes toward the Negro Race," The Library Quarterly, XIV (January, 1944), 47-54.

Interprets data from junior high school pupils secured before and after reading a selection pertaining to the Negro.

Wall, W. D. and W. A. Simson. "The Emotional Responses of Adloescent Groups to Certain Films," Part I and Part II, The British Journal of Educational Psychology, XX (November, 1950), 153-63, and XXI (June, 1951), 81-88.

Bases conclusions on questionnaire responses of 476 boys and 379 girls, varying in age from 13-0 to 16-11 concerning films which they had seen recently (four comedies, four dramas, one musical biography, one thriller, and two westerns.)

McCaul, Robert L. "The Effect of Attitudes upon Reading Interpretation," Journal of Educational Research, XXXVII (February, 1944), 451-57.

Measures the effect of the initial attitudes of groups of high-school pupils toward "Tom," an unknown boy, "Roosevelt," and "Hitler" on the interpretation of experimental selections.

Mary Agnes, Sister. "Influence of Reading on the Racial Attitudes of Adolescent Girls," Catholic Educational Review, XLV (September, 1947), 415-20.

Describes a study "intended to measure the effect of free reading on the expressed racial attitudes of one hundred adolescent girls in a large city Catholic high school."

Reed, James C. "Some Effects of Short-Term Training in Reading under Conditions of Controlled Motivation," Journal of Educational Psychology, XLVII (May, 1956), 257-64.

Presents the results of an experiment which aimed to test the hypothesis that "under conditions of controlled motivation, intensive training in reading and study skills would yield significant gains in rate, vocabulary, comprehension, and honor-point average."

Crosson, Helen J. "Effect of the Attitudes of the Reader upon Critical Reading Ability," Journal of Educational Research, XLII (December, 1948), 289-98.

Bases conclusions on the results of a controlled experiment involving 625 ninth- and tenth-grade pupils.

Sheldon, William D., and Cutts, Warren C. "Relation of Parents, Home and Certain Developmental Characteristics to Children's Reading Ability, II," Elementary School Journal, LIII (May, 1953), 517-21.

Summarizes the information supplied by parents of 868 pupils in response to a questionnaire concerning ten characteristics of their children; compares findings with the status of the respective pupils in reading.

Feinberg, Henry. "Achievement of a Group of Socially Maladjusted Boys as Revealed by the Stanford Achievement Test," Journal of Social Psychology, XXVI, Second Half (November, 1947), 203-12.

Compares the scores made on the various subtests of the Standard Achievement Test by 872 boys committed by the courts to the Boys' Republic (formerly Ford Republic) to determine the extent of the influence of social maladjustment on achievement in school work.

Reading Achievement Past and Present

Smith, Nila Banton. "Successive Emphases in American Reading Instruction," Teachers College Record, XXXIV (December, 1932), pp. 188-203.

Traces the historical development of reading instruction in America, identifying various important periods of emphasis.

Russell, David H. "Some Research on the Impact of Reading," The English Journal, XLVII (October, 1958), 398-413.

Summarizes in popular style the information gleaned from research concerning the impact of reading, organized under four headings "characteristics of the reading material", "content of ideas", "characteristics of the reader", "overt responses as effects of reading".

Spache, George D. "What's Wrong with our Teaching of Reading?" *Journal of Education*, CXXXVIII (October, 1955), 1927.

A reply to lay and professional criticism of current methods of teaching reading. The lay criticisms, based largely on Flesch, are ably dealt with. The professional criticisms are weighed and Spache concludes that at least two are valid: "First, that reading clinicians have permitted the public to be oversold on the importance of increasing reading rate. Secondly, reading teachers have failed to clarify their aims and objectives in their own minds or to the public." The first is based on the assumption that reading is purely a mechanical act and fails to take account of individual differences in speed of associative thinking. The second leads to contradictions between classroom practices and avowed objectives in reading.

"Practices would be evaluated by such questions as-does this approach contribute to fluency- do these materials promote flexibility of approach to reading- do these steps contribute to training in different rates, differing degrees of comprehension, and adapting methods of reading to the purpose of reading?" In short, Spache feels we need to stress *applied* reading.

Tiegs, Ernest W. "A Comparison of Pupil Achievement in the Basic Skills Before and After 1945," *Growing Points in Educational Research*, 50-57. 1949 Official Report, American Educational Research Association, Washington: American Education Research Association, 1949.

Compares scores on the Progressive Achievement Tests, including reading, before and after 1945, as revealed by data from 60 communities in seven states.

Finch, F. H. and Gillenwater, V. W. "Reading Achievement Then and Now," *Elementary School Journal*, XLIX (April, 1949), 446-54.

Compares test scores made in 1931 and 1948 by pupils in the sixth grade of six elementary schools of Springfield, Illinois, on the Thorndike-McCall Reading Scale.

Gray, William S. "Comparative Study of Achievement in Reading in 1916 and 1949," *Grand Rapids School Survey*, Grand Rapids, Michigan: Board of Education, 1949. Pp. 273-79.

Compares the achievement in oral reading and silent reading in five schools of Grand Rapids, Michigan, as measured by the use of the same tests given in 1916 and 1949.

Gates, Arthur I. *Reading Attainment in Elementary Schools: 1957 and 1937*. New York: Bureau of Publications, Teachers College, 1961. Pp. 26.

Comparison of reading attainment in 1937 and 1957 on the Gates Reading Tests.

Miller, Vera V. and Lanton, Wendell C. "Reading Achievement of School Children—Then and Now," *Elementary English*, XXXIII (February, 1956), 91-97.

Reports the results of comparisons of the reading achievement of pupils in the fourth grade, the third and fifth grades, and the eighth grade of the Evanston, Illinois Schools in the 1930's and 1950's.

The Three R's Hold Their Own at the Midcentury: A Summary of Research Studies Prepared with the Assistance of Directors of Research in City School Systems, Compiled by the Research Division, National Education Association (Washington: National Education Association, April, 1951), 28 pp. (mimeographed).

Reports results of standardized tests conducted in city school systems over the last thirty years and derives the general impression "that present day pupils for the most part equal, and often excel, the achievement of pupils in similar grades in the past.

Comparative Achievement of Pupils Today and Yesterday. Washington: Research Division of the National Education Association, February, 1952. Pp. 26 (mimeographed).

Discusses trends in school enrollments during recent years and the effect of enrollment changes on intelligence levels, and presents data concerning the comparative achievement of school children of recent years in various subjects, including reading with those of previous periods.

Gerberich, J. Raymond. "The First of the Three R's, *The Phi Delta Kappan*, XXXIII (March, 1952), 345-49.

Summarizes evidence from various sources concerning the comparative efficiency in reading (a) of pupils of the same grade today and yesterday, and (b) of pupils in schools following progressive and traditional programs.

Gray, William S. "What is the Evidence Concerning Reading?" *Progressive Education*, XXIX (January, 1952), 105-10.

Cites evidence bearing on the comparative efficiency of pupils in reading, today and formerly.

Ratha, Louis E., and Rothman, Philip. "Then and Now," *National Education Association Journal*, XLI (April, 1952), 214.

Reviews briefly some of the available evidence concerning the effectiveness of teaching of reading and arithmetic and makes specific suggestions for improving the current situation.

Witty, Paul and Coomer, Ann. "How Successful is Reading Instruction Today?" *Elementary English*, XXVIII (December, 1951), 451-91.

Cites evidence from various sources concerning the comparative achievement of pupils in reading at present and in the past.

Gray, William S. and Iverson, William J. "What Should be the Profession's Attitude toward Lay Criticism of the Schools? With Special Reference to Reading," Elementary School Journal, LIII (September, 1952), 1-44.

Reviews evidence concerning the current status of reading instruction under such headings as: "Has reading been neglected?; Is as much time allotted to reading as formerly?; How well do pupils read?; What is the quality of the material read?"

Reading Skills and Teaching Methods

Gaier, Eugene L.; Lee, Marilyn C.; and McQuitty, Louis L. "Response Patterns in a Test of Logical Inference," Educational and Psychological Measurement, XIII (Winter, 1953), 550-67.

Presents an analysis of the responses of 674 high-school students to twenty sets of three questions each, each set being similar in logical form but having different subject matter, premises and conclusions.

McCullough, Constance M. "Implications of Research on Children's Concepts," The Reading Teacher, XIII (December, 1959), 100-07.

Summarizes the findings of 39 studies under "what a concept is, " "how concepts are formed," "factors influencing concept development," "what teachers can do."

Betts, Emmett Albert. "Research on Reading as a Thinking Process," Journal of Educational Research, L (September, 1956), 1-15.

Summarizes the findings and implications of three doctoral dissertations relating to reading as a thinking process, with special reference to the fields of the social studies and science.

Lyman, R. L. "How High-School Seniors Explain Common Errors in Reasoning," English Journal, XII (May, 1923), 293-305.

Presents conslusions from studies to determine the ability of pupils to detect errors in reasoning in the materials read.

Ritter, B. T. and Lofland, W. T. "The Relation between Reading Ability as Measured by Certain Standard Tests and the Ability Required in the Interpretation of Printed Matter Involving Reason," Elementary School Journal, XXIV (March, 1924), 529-46.

Presents and interprets the results of a study among fourteen hundred pupils in Grades IV to VIII, inclusive.

Socher, E. Elona. "The Nature of Critical Reading," Elementary English, XXXVI (January, 1959), 47-58.

Reviews expert opinion and research findings, as presented in 97 articles, reports and texts under the following headings: Definitions of critical Reading", "Complexity of Reading Comprehension", "Thinking: A Basic Process", and "literal and Critical Reading".

Husbands, K. L. and Shores, J. Harlan. "Measurement of Reading for Problem Solving: A Critical Review of the Literature," *Journal of Educational Research*, XLIII (February, 1950), 453,65.

Reviews the results of 25 pertinent scientific studies under the following headings: "Reading in the Content Fields," "Reader's Purpose as Related to Speed and Comprehension," and "Reading and Thinking."

Blanchard, B. E. "Improvement of Reading," *California Journal of Secondary Education*, XXX (1955) 358-63.

Lists series of general skills to be achieved by efficient reader.

McDade, James E. "The Two Basic Reading Skills," *Chicago Schools Journal*, XXIII (September-October, 1941), 26-30.

Compares median rates in words per minute "for maximum inner speech" and "ordinary silent reading" in the case of four elementary and high school groups.

Touton, Frank C., and Horning, Floy. "Typical Reading Errors of High School Graduates, " *Educational Research Bulletin* (Los Angeles City Schools), VI (January, 1927), 10-12.

Summarizes the errors made by 738 college entrants in the reading-comprehension sections of the Thorndike Intelligence Examination for High School Graduates.

Good, Carter V. "An Analysis of the Reading Recommendations Included in School Surveys," *Educational Administration and Supervision*, XI (December, 1925), 577-87.

Presents a critical summary of the recommendations made in twenty school surveys with regard to reading.

Gray, William S., "New Approaches to the Study of Interpretation in Reading," *Journal of Educational Research*, LII (October, 1958), 65-67.

Traces briefly the history of research concerning the interpretation of what is read with special emphasis on the introspective techniques used during recent years.

Meeker, Harold Llewellyn. "An Experiment in Teaching Pupils How to Answer Questions." Unpublished Master's thesis, Department of Education, University of Chicago, 1926.

Presents the results of an experiment to determine methods of teaching high-school pupils how to find ansers to six types of questions.

Courtney, Douglas; Bucknam, Margaret E.; and Durrell, Donald. "Multiple Choice Recall Versus Oral and Written Recall," Journal of Educational Research, XXXIX (February, 1946), 458-61.

Compares the comparative ease of multiple choice and unaided recall, either written or oral, of the content of short passages read silently, in the case of 72 ninth-grade pupils and 122 fifth-grade pupils.

Staiger, Ralph C. "The Importance of Context in Reading, " High School Journal, XXXIX (November, 1955), 86-90.

A brief discussion of two types of context, that which represents general background, and that which influences word perception. "Context is the check against which phonic and structural skills are proven."

Sharpe, Joseph Francis. The Retention of Meaningful Material. Educational Research Monographs, Vol. XVI, No. 8, June 1, 1952. Washington, D.C.: The Catholic University of America, Pp. xii+66.

Analyzes the nature and extent of the retention of once-read meaningful material, as revealed by a recall test administered to 2, 492 children in grades five to ten inclusive, in 12 elementary and high schools, in an effort to find answers to controversial questions in this field.

Mullaly, Sister Columba. The Retention and Recognition of Information. Educational Research Monographs, Vol. XVII, No. 3. Washington: Catholic University of America Press, 1952, Pp. xviii+46.

Analyzes the results of a pretest, test and retest given at varying intervals to 1,278 pupils (in six schools) varying in ages from ten to fifteen years and in school grades from five through eight to determine the retention of information learned from one reading of prose passage.

Goldberg, Murray A. "Wide Reading vs. Intensive Drill," High Points, XXVIII (September, 1946), 60-63.

Replies to the criticisms of Joseph Justman concerning Goldberg's experiment reported in "Can Reading Be Improved More Effectively through Wide Reading or Intensive Drill?" High Points, February, 1946, pp. 21-37.

Haugh, Oscar M. "A Comparative Study of the Effects of Limited and Wide Reading Among Eleventh Grade Students," University of Kansas Bulletin of Education, Vol. 7, No. 2, 49-55. Winter Issue, February, 1953.

Compares ability to answer questions requiring recall and application of 539 students who read a basic amount of material (limited reading) with that of the same students reading extra material in addition to the basic material (wide reading.)

Justman, Joseph. "Wide Reading vs. Intensive Drill," *High Points*, XXVIII (May, 1946), 58-60.

Criticizes a study by Murray A. Goldberg, "Can Reading Ability Be Improved More Effectively Through Wide Reading or Intensive Drill?", *High Points*, February, 1946, pp. 21-27, on three major grounds: "Incomplete equivalence of groups; poor choice of testing instrument; and inadequate statistical treatment."

Chall, Jeanne S. "The Influence of Previous Knowledge on Reading Ability," *Educational Research Bulletin*, XXVI (December 10, 1947), 225-30; 246.

Presents evidence from sixth-and eighth-grade pupils showing that "more knowledge of concepts in tuberculosis contributes to better reading of materials in tuberculosis."

Dietze, Alfred G., and Jones, George Ellis. "Factual Memory of Secondary School Pupils for a Short Article Which They Read a Single Time," *Journal of Educational Psychology*, XXII (November and December, 1931), pp. 586-98, pp. 667-76.

Reports the results of an experiment to determine the effect of a single reading as measured by immediate and delayed factual memory of pupils in grades VII to XII.

Good, Carter V. "The Effect of a Single Reading versus Two Readings of a Given Body of Material," *Journal of Educational Method*, V (April, 1926), 325-29.

Discusses the results of a comparative study of the advantages of a single reading and of two readings of given selections by high-school and college students.

Elliott, Frank R. "Response to Visual vs. Visual-auditory Presentation in a Go-to-College Program," *Journal of Educational Psychology*, XXVIII (December, 1937), 703-7.

Summarizes the responses to a series of visual and visual-auditory types of presentation before 92,681 Indiana high school seniors during the period, 1933-1935.

Savard, William G. "An Evaluation of an Ability Grouping Program," *California Journal of Educational Research*, XI (March, 1960), 56-60.

Compares the progress of more than 1200 pupils in grades IV to VIII under conditions of "limited range grouping" with that of the previous year under usual heterogeneous class groupings; also explores the relationship between intelligence and the effects of limited range grouping.

Woody, Clifford. Results Obtained from Ability Grouping. Bureau of Educational Reference and Research Bulletin No. 72. Ann Arbor, Michigan: School of Education, University of Michigan, 1924. Pp. 28.

Reports the average intelligence scores of pupils classified according to age, grade, and size of city; their achievement in reading, spelling, and arithmetic; the progress of different groups in a school year; and the progress of junior high school pupils classified according to mental ability.

Williams, Pauline L. "Some Group Reading Results," Chicago Schools Journal, XXXI (October, 1949), 90-94.

Presents the results of an experiment in regrouping pupils in Grades 4A to 8A in order to better adjust reading instruction to their varying needs.

Dawson, L. O. "A Study of the Development of the Rate of Articulation," Elementary School Journal, XXIX (April, 1929), 610-15.

Presents the results of tests given to two hundred pupils in Grades I-XII, inclusive, to determine facts concerning the development of the rate of articulation.

Intelligence and Reading

Hawthorne, J. W. "The Effect of Improvement in Reading Ability on Intelligence Test Scores," Journal of Educational Psychology, XXVI (January, 1935), 41-51.

Reports conclusions based on a study of one hundred four pupils from the fifth to the twelfth grades who were of average intelligence and who were retarded three years or more in reading.

McCullough, Constance M. "Relationship Between Intelligence and Gains in Reading Ability," Journal of Educational Psychology, XXX (December, 1939), 688-92.

Compares the progress in reading of twenty-four ninth-grade pupils varying in I.Q.'s from eighty to 157 as a result of nine weeks of "corrective work in reading comprehension."

Pond, Frederick L. "Influence of Reading Abilities on School Success in Grade IX," School Review, XLVIII (June, 1940), 437-44.

Reports the correlations of intelligence quotients and various phases of reading ability with average semester marks of 219 ninth-grade pupils.

Wheeler, Lester R. "The Relation of Reading to Intelligence," *School and Society*, LXX (October 8, 1949), 225-227.

Reviews the implications of several recent studies concerning the relationship of intelligence and linguistic ability to reading achievement.

Pallone, Nathaniel J. "Effects of Short- and Long-Term Developmental Courses Upon S.A.T. Verbal Scores," *Personnel and Guidance Journal*, XXXIX (April, 1961), 654-7.

Effects of intensive six-week and six-month developmental reading programs upon the verbal part of the Scholastic Aptitude Test Among twelfth-grade boys in an independent preparatory school.

North, Robert D. "An Appraisal of the SRA Tests of General Ability Based on Independent School Results," *Educational Records Bulletin*, No. 78 (February, 1961), 68-76.

Correlations between TOGA IQ's and scores on reading tests in grades 2, 5, 7, 9, and 12.

Larson, Robert E. and Selland, Cynthia T., "A Comparison on Reading Ages with Mental Ages," *Journal of Educational Research*, LII (October, 1958), 55-59.

Compares the scores made on the Kuhlmann-Anderson Intelligence Test and the reading section of the Iowa Basic Skills Tests, Part I, by 475 sixth-grade pupils and summarizes reasons for underachievement as reported by teachers.

Hage, Dean S. and Stroud, James B. "Reading Proficiency and Intelligence Scores, Verbal and Nonverbal," *Journal of Educational Research*, LII (March, 1959), 258-62.

Reports correlations in the case of 800 ninth-grade pupils in ten public schools, using scores on the Lorge-Thorndike Intelligence Tests, the Pressey Rate and Comprehension Tests and the Iowa Tests of Basic Skills.

Abbott, E. Carlton. "Relationship Between Variations in Silent Reading Ability and Mental Ability," *Journal of Educational Research*, XXXIX (December, 1945), 314-16.

Reports the results of a study among ninth-grade pupils to determine the relationship of improvement in silent reading ability, as a result of a year's reading program, to changes in I.Q.'s.

Barbe, Walter and Grilk, Werner. "Correlations Between Reading Factors and I.Q.," *School and Society*, LXXV (March 1, 1952), 134-36.

Presents correlations between the IQ's of 52 tenth-grade pupils, as measured by the Nohmon-Nelson Intelligence Tests, and various scores made on the Iowa Silent Reading Tests, to throw light on the extent to which intelligence tests are in reality measures of reading ability.

Clark, Willis W. "Evaluating School Achievement in Basic Skills in Relation to Mental Ability," *Journal of Educational Research*, XLVI (November, 1952), 179-191.

Presents charts and tables showing variations in median achievement above or below the norms for the respective grades by pupils with varying median intelligence quotients.

Triggs, Frances Oralind; Cartee, J. Keith; Binks, Virginia; Foster, Desmond; and Adams, Nicholas A. "The Relationship Between Specific Reading Skills and General Ability at the Elementary and Junior-Senior High School Levels," *Educational and Psychological Measurement*, XIV (Spring, 1954), 176-85.

Reviews related studies and presents a statistical analysis of and correlations between the scores on *The Wechsler-Bellevue Intelligence Scales* and the *Diagnostic Survey Tests: Survey Section*, given to 40 pupils in grades four through six and 36 students in grades seven through twelve.

Manolakes, George, and Sheldon, William D. "The Relation Between Reading-Test Scores and Language-Factors Intelligence Quotients," *Elementary School Journal*, LV (February, 1955), 346-50.

Presents correlation coefficients between mean scores on the Progressive Reading Tests and on the California Test of Mental Maturity in the case of from 36 to 74 pupils in each grade from I to XII inclusive.

Bond, Guy L. and Clymer, Theodore W. "Interrelationship of the SRA Primary Mental Abilities, Other Mental Characteristics, and Reading Ability," *Journal of Educational Research*, XLIX (October, 1955), 131-36.

Bases conclusions on data secured from 87 fourth-grade pupils who took Tests A and D of the Gates Basic Reading Tests, the Durrell Sullivan Reading Capacity Test, Intermediate, the SRA Primary Mental Abilities--Elementary, and two tests designed by the author.

Lennon, Roger T. "The Relation Between Intelligence and Achievement Test Results for a Group of Communities," *Journal of Educational Psychology*, XLI (May, 1950), 301-308.

Bases conclusions on data from 70 of the 250 communities which participated in the standardization of the 1946 edition of the Metropolitan Achievement Tests for which records were available for all pupils in Grades II through VIII.

Caldwell, Floyd F. "Speed as a Factor with Children of Superior and Inferior Intelligence," *Journal of Educational Research*, XXVI (March, 1933), pp. 522-24.

Reports the correlations between scores "earned in single and unlimited time on the Stanford reading test by high school pupils classified into five ability groups through the use of two intelligence tests.

Farr, T. J. "The Intelligence and Achievement of Negro Children," Education, LI (April, 1931), 491-95.

Presents and interprets the results of intelligence tests and achievement tests in reading and arithmetic given to two hundred negro children in Grades III-VII, inclusive.

Sex Differences and Reading Achievement

Clark, Willis W. "Boys and Girls-Are There Significant Ability and Achievement Differences?" Phi Delta Kappan, XLI (November, 1958), 73-76.

Compares the mental ability (eight measures) and achievement (six measures including reading) of boys and girls (grades three, five and eight) drawn at random from a nation-wide stratified sample for the country as a whole.

Gates, Arthur I. "Sex Differences in Reading Ability," Elementary School Journal, LXI (May, 1961), 431-4.

Analysis of the significance of sex differences on the Gates Reading Survey Test for 6,646 boys and 6,468 girls in grades two through eight in twelve school systems and ten states in 1957.

Broom, M. E. "A Study of Race and Sex Differences in Reading Comprehension," Journal of Educational Research, XXXIV (April, 1941), 587-93.

Analyzes and interprets reading test scores secured from 9276 pupils in Grades V to VIII to determine the need for different curricula and teaching methods to provide for race and sex differences in reading comprehension.

Stinson, Pairlee J. and Morrison, Mildred M. "Sex Differences Among High School Seniors," Journal of Educational Research, LIII (November, 1959), 103-08.

Presents an analysis of test scores for 36 boys and 33 girls to determine "the relationships of the subtests of the Differential Aptitude Tests and the Cooperative English, C 2, to grade-point average and to an abbreviated form of the Wechsler Adult Intelligence Scale."

Carroll, Herbert A. "Influence of the Sex Factor Upon Appreciation of Literature," School and Society, XXXVII (April 8, 1933), pp. 468-72.

Compares the scores made by 700 boys and 700 girls in high school and college on the Carroll Prose Appreciation Test.

Traxler, Arthur E. "Sex Differences in Rate of Reading in the High School," Journal of Applied Psychology, XIX (June, 1935), 351-52.

Reports the rate scores made on the Iowa Silent Reading Test by 256 boys and 283 girls at various grade levels in high school.

Moore, J. E. "Sex Differences in Speed of Reading," Journal of Experimental Education, VIII (September, 1939), 110-14. (See Journal of Experimental Education, VIII (December, 1939), 245, for a correction.)

Compares the speed of reading of 2733 subjects on Van Wagenen Rate of Comprehension Test, Form B, to identify sex differences, if any.

Moore, Joseph E. "A Further Study of Sex Differences in Speed of Reading," Peabody Journal of Education, XVII (May, 1940), 359-62.

Presents data secured from 363 boys and 396 girls in both elementary and high schools of two school systems through the use of the Iowa Silent Reading Test.

Thorndike, Robert L., and Henry, Florence. "Differences in Reading Interests Related to Differences in Sex and Intelligence Level," Elementary School Journal, XL (June, 1940), 751-63.

Compares the responses to a reading-interest questionnaire given to 101 rapid learners and 107 slow learners in Grades VI, VII, VIII.

Pauk, Walter J. "Are Present Reading Tests Valid for both Boys and girls?" Journal of Educational Research, LIII (March, 1960) 279-80.

Compares the scores of 150 ninth-grade boys and girls on seven tests other than reading to determine specific skills and attitudes which differentiate in the case of each sex, above and below average readers, as measured by the Cooperative Reading Comprehension Test, CI (Lowest Level).

Stroud, J. B., and Lindquist, E. F. "Sex Differences in Achievement in the Elementary and Secondary Schools," Journal of Educational Psychology, XXXIII (December, 1942), 657-67.

Compares the achievement of boys and girls on the Iowa Every-Pupil Basic Skills and the Iowa Every-Pupil Tests of High School Achievement, both of which include Reading Comprehension.

Traxler, Arthur E. and Spaulding, Geraldine. "Sex Differences in Achievement of Independent School Pupils as Measured by Stanford Achievement Test, Form K," *1954 Achievement Testing Program in Independent Schools and Supplementary Studies.* Educational Records Bulletin, No. 63, pp. 69-80. New York: Educational Records Bureau, July, 1954.

Bases conclusions upon the scores made by 200 or more boys and a corresponding number of girls in each of grades 3, 5, and 7 in 35 schools.

Prescott, George A. "Sex Differences in Metropolitan Readiness Test Results," *Journal of Educational Research*, XLVIII (April, 1955), 605-10.

Bases conclusions on a statistical comparison of the test scores of 7821 boys and 7138 girls on the Metropolitan Readiness Test.

Individual Differences and Reading

Odell, Charles W. *Provisions for the Individual Differences of High-School Pupils.* University of Illinois Bulletin, Vol. XXI, No. 4, Urbana, Illinois: University of Illinois, 1923. Pp. 16.

Describes methods actually used in high schools in providing for individual differences.

Hildreth, Gertrude. "Individualizing Reading Instruction," *Teachers College Record*, XLII (November, 1940), 123-37.

Describes methods reported by 22 experienced teachers in their attempts to individualize reading instruction in various public and private schools, Grades I to VIII.

Olsen, Willard. *Psychological Foundations of the Curriculum.* Educational Studies and Documents, No. 26. Paris, France: UNESCO, 19 Kleber Avenue, 1957.

Compares at various points throughout the report both group and individual growth patterns in reading with those of other aspects of development; compares growth ages of early and late readers; considers implications of findings concerning "reading in the curriculum".

De Boer, John J. "Individual Differences in Reading Instruction," *High School Journal*, XXXIX (October, 1955), 8-13.

Discusses problem of the increasing differences in reading ability as pupils progress toward high school. What should be done? DeBoer suggests that teachers 1) learn as much as possible about specific differences, 2) learn to accept these differences, 3) recognize that all but some so-called "clinical cases" can learn to read better, 4) set no tasks that are beyond the abilities of individual students, and 5) organize instruction so that each pupil can learn at his own level and his own rate.

DeBoer, John J. "What Does Research Reveal about Reading and the High School Student?" English Journal, XLVII (May, 1958), 271-81.

DeBoer states his purpose as "merely to describe some of the major findings of research workers relative to the characteristics of the student in reading in the secondary school." He does this first by reviewing the basic concerns of high school youth: physical development, personal appearance, family and social acceptance, self-confidence, acceptance by the opposite sex, and development of standards. He then goes on to describe individual differences as they affect reading ability and reading interests.

Hunt, J. T. "What High School Teachers Should Know About Individual Differences in Reading," School Review, IX (October, 1952), 417-23.

The Range of reading ability and background within a classroom constantly widens from the first day of the first grade. The author discusses five major causes of widespread reading differences: (1) mental age, (2) total growth pattern, (3) variations in aptitudes for reading different types of materials, (4) school promotional policies, (5) teaching efficiency. Good teaching tends to increase differences. It is important for teachers to know their students and to accept the facts about them. The author suggests seven specific reading skills which need to be taught and gives brief suggestions for a high school reading program, including the reading responsibilities of content teachers.

Durrell, Donald D., Manning, John C., McHugh, Walter J., Rochfort, George B., Jr., Scribner, Harvey B. "Adapting Instruction to the Learning Needs of Children in the Intermediate Grades," Journal of Education, Boston, CXLII (December, 1959), Entire issue.

Summarizes the results of four cooperative doctoral studies which aimed to check the assumption that learning, including progress in reading, is most effective when it is adapted to the learning needs of children (803 pupils in grades 4, 5 and 6).

Reading and the Gifted

Barbe, Walter. "A Study of the Reading of Gifted High-School Students," Educational Administration and Supervision, XXXVIII (March, 1952), 148-154.

Reports the findings of a questionnaire study relating interests and habits among 103 freshmen and sophomore high-school students who received an I.Q. of 130 or better on an intelligence test.

Moe, Iver L. and Nania, Frank. "Reading Deficiencies Among Able Pupils," *Journal of Developmental Reading*, III (Autumn, 1959), 11-26.

Reports the results of the diagnosis and corrective training in reading of 12 pupils with excellent report-card marks, high scores on two different standardized reading tests, and intelligence quotients of 110 or better.

Gowan, J. C., and Scheibel, R. W. "Improvement of Reading in Gifted Children," *Educational Administration and Supervision*, XLVI (January, 1960), 35-40.

Results of intensive six-week remedial reading program with 34 experimental and 27 control tenth-grade students in honors English classes in a suburban California high school.

Warren, Julius E. "Curriculum-making in Reading Based on the Results of Standardized Tests," *Elementary School Journal*, XXXII (March, 1932), pp. 504-9.

Summarizes the results of tests given in grades I to IX inclusive; describes changes made in instruction to improve achievement among pupils ranking high in intelligence.

Barnes, Cyrus W., Beck, Alfred D., Reiner, William B., Washton, Nathan S. "Criteria for Selecting Supplementary Reading Science Books for Intellectually Gifted High School Students," *Science Education*, XLII (April, 1958), 215-18.

Presents the percentages of responses from 150 members of the National Association for Research in Science Teaching ascribing degrees of importance to 13 criteria relating to the "effect on the reader" of a book and to 10 criteria relating to the "qualities of the book".

Kasdon, Lawrence, M. "Early Reading Background of Some Superior Readers Among College Freshmen," *Journal of Educational Research*, LII (December, 1958), 151-53.

Summarizes the results of inquiries among 50 of the highest ranking freshmen in nine colleges in the Los Angeles area on the Speed of Comprehension Scale of the Cooperative English Test, Form Y, to determine if they learned to read before school entrance, how they learned to read, and how they accounted for the fact that they became superior readers.

Rhoads, Luke C. "Systematic Remedial Training for Pupils of Superior Reading Ability," *Elementary School Journal*, XXIX (June, 1929), 771-73.

Reports an experiment with two groups of seventh-grade pupils of superior reading ability to determine the relative merits of specific training in reading and wide reading for appreciation.

Huettner, Otto F. and Hosmanek, John J. "A Reading Program for the Superior Student," *Bulletin of the National Association of Secondary School Principals*, XLI (March, 1957), 56-8.

The "good" student is not necessarily a good reader. Many secondary schools students who are potential college material need training in essential reading skills. The authors suggest an elective class in reading, at any grade from 7 to 12, which will teach skills of comprehension, appreciation, evaluation, and speed. In their suggested outline for such a class at the 9th grade level, they list 13 units of study, including such items as: Reading for a Purpose, Increasing Reading Speed, Appreciation of Creative Writing, Doint Study Type Reading.

Ryan, Eunice G. "Reading for Gifted Children," *Clearing House*, XXXI (January, 1957), 287-8.

Brief description of a junior high school experimental program for gifted children. Students with Otis scores of 120 to 128 were assigned to the school library for special reading. Their initial reading scores were slightly above average, chronological grade consideration; slightly below average, mental age considered. The author reports gains which "seems to confirm the belief that any drive made to improve reading skills will tend to be successful."

Glock, Marvin D. "Promoting Reading Growth Among Able Children," *High School Journal*, XXIX (December, 1955), 141-46.

Glock points out some problems in identifying gifted students and in developing their abilities. "Neglect of the able pupil may well be traced to a lack of apparent need for help." I.Q. scores alone are not a direct measure of intellectual capacity. They must be supplemented by careful observation and study. Factors that influence reading improvement include 1) motivation, 2) concept formation-developing a background of varied and concrete experience to expand comprehension, 3) varied reading skills-skimming, reference reading, etc., 4) creativity-breaking out of the patterns of conformity and into independent, original thinking.

Ryan, Eunice G. "Reading Problems," *Bulletin of the National Association of Secondary School Principals*, XXXIX (November, 1955), 127-32.

Report of a junior high school program which, though it included remedial help for handicapped readers, placed greatest emphasis on reading training for pupils with high IQ's. This was done because it was felt that these pupils could more quickly master necessary reading techniques. Bright pupils were assigned to special library projects.

"Teaching Reading for the Gifted in the Secondary Schools," Bulletin of the National Association of Secondary School Principals, XXXIX (October, 1955), 5-72.

This report from the California State Committee on Developmental Reading first defines the gifted child and gives a brief guide to identifying him- his I.Q. range, his characteristics.

A chapter devoted to meeting the needs of the gifted pupil quotes directly from recent studies of groups of gifted individuals, both school age and adult, who give their judgments on the problem. They feel that acceleration by skipping is no answer, but instead stress the need for reading enrichment. This view is reinforced by an informal survey of the voluntary reading of junior high school students with I.Q.'s of 125 or over; only 28% read "acceptable literature."

California State Committee on Development Reading, "Teaching Reading for the Gifted in Secondary Schools," Bulletin of the National Association of Principals, XXXIX (October, 1955), 5-72.

The "gifted child" is identified and some of his characteristics, problems, and needs are pointed out. Desirable qualities for teachers of the gifted are outlined, with special emphasis on creativity. A section on general teaching methods includes a list of characteristics recommended by the Educational Policies Commission. Methods of "guidance teaching" are described for the sciences, language and literature, social studies, and creative writing. Some successful projects are described and a selected bibliography is included.

Bishton, Rodger, "A Study of Some Factors Related to Achievement of Intellectually Superior Eighth-Grade Children," Journal of Educational Research, LI (November, 1957), 203-07.

Reports the conclusions reached in a study which aimed "to determine the relative importance of certain social and psychological factors in addition to other objective data that would account for differences in the academic achievement level, including reading, in a group of 99 intellectually superior eighth-grade children."

Josephina, C. J. S., Sister. "Survey of the Research Related to the Reading Ability of the Gifted," Journal of Educational Research, LIII (February, 1960), 237-39.

Summarizes "some of the major findings in reading performance as related to the gifted pupil, especially in the elementary grades.

Cutts, N. E., and Moseley, Nicholas. "Bright Children and the Curriculum," Educational Administration and Supervision, XXXIX (March, 1953), 168-173.

Summarizes the responses of 673 pupils in grades II to XII inclusive, all having I.Q.'s of 120 or above, to the questions: what school subject do you like best? Least? What subject makes you work hardest?

Vision and Reading

Shulman, Paul F. "The Vision Specialist in a Remedial Reading Program," Optometric Weekly, XLIII (1951), 1941-45.

Reviews the results of 20 studies relating to causation of reading disability to determine if vision tests alone can diagnose reading deficiency and if there is a definite syndrone of visual factors associated with reading difficulty.

Joslin, Ethel S. "Physical Factors in Reading," Columbia Optometrist, XXIII (December, 1949), 6-7; XXIV (February, 1950), 5-6.

Presents a review of research on visual difficulties as causes of reading disability, with emphasis on visual acuity," refractive errors," "myopia," "astigmatism," "binocular coordination," "eye-muscle imbalance," "fixation ability," and "fusion."

Farris, L. P. "Visual Defects as Factors Influencing Achievement in Reading," California Journal of Secondary Education, X (October, 1934), 50-51.

Presents data showing the extent to which visual defects influenced the reading achievement of seventh-grade pupils in the Oakland Public Schools and the nature of the defects identified.

Farris, L. P. "Visual Defects as Factors Influencing Achievement in Reading," Journal of Experimental Education, V (September, 1936), 58-60. See also California Journal of Secondary Education, X (October, 1934), 50-51.

Compares the reading achievement of 384 pupils in the seventh grade with that of a control group in the same grade of like size, chronological age, and ability, but "different in visual acuity,"

Parkins, George A. "Controlled Research versus Clinical Findings," American Journal of Optometry and Archives of American Academy of Optometry, XVIII (August, 1941), 378-86.

Discusses methods of gathering visual evidence that meets rigid scientific standards and illustrates procedures involved in a study of 2,100 students ranging from kindergarten to twelfth grade.

Park, George E., and Burri, Clara. "The Relationship of Various Eye Conditions and Reading Achievement," Journal of Educational Psychology, XXXIV (May, 1943), 290-99.

Reports the eye condition of 25 elementary school pupils, Grades I to VIII inclusive; the correlation between reading accomplishments and eye conditions; the effect of various eye abnormalities on reading accomplishment.

Bing, Lois B. "A Critical Analysis of the Literature on Certain Visual Functions which Seem to be Related to Reading Achievement," *Journal of the American Optometric Association*, XXII (March, 1951), 454-63.

Summarizes the essential findings of the relation of such visual functions as visual acuity, refractive errors, binocular coordination or muscle imbalance, fusion, and visual fields to reading achievement and suggests possible explanations for wide differences in results.

Bing, Lois B. "Bibliography: Visual Problems in Schools, 1945-1950," *Journal of the American Optometric Association*, XXII (May, 1951), 596-605.

Classifies the references cited under the following major headings: "causal factors in reading difficulty," "eye-movement studies," "Perception," "physical factors," "reading rate," "reading readiness," "visual fatigue," "visual surveys in schools."

Eames, Thomas Harrison. "Visual and Related Factors in Reading, " *Language Arts and the Fine Arts*, Review of Educational Research, XIX (April, 1949), 107-17.

Reviews 46 studies reported during 1945-8 with special reference to the following factors: physical condition; visual perception; lateral dominance, visual-motor performance; readability; illumination.

Smith, Donald E. "Serum Correlates of Perceptual Errors in Problem Readers," *Perceptual and Motor Skills*, II (December, 1960), 300.

Biochemical test patterns characterizing eight males, aged 14 to 18, who were severely retarded readers.

Huelsman, Charles B. "Some Recent Research on Visual Problems in Reading,: *American Journal of Optometry and Archives of American Academy of Optometry*, XXXV (November, 1958), 559-64.

Summarizes pertinent research since 1960 under three headings; outline form perception", "use of the tachistoscope", and "general visual achievement."

Steinbaum, Milton, and Kurk, Mitchell. "Relationship Between the Keystone Visual Skills Tests with Reading Achievement and Intelligence," *American Journal of Optometry*, XXXV (April, 1958), 173-81.

Compares the visual scores made by 100 fifth- and sixth-grade pupils, classified into three IQ groups and into "above" and "below average" in reading, to determine the relationship between the scores on the Keystone Visual Skills Test and reading, intelligence, and reading and intelligence combined.

Eames, Thomas H., M.D. "Visual Handicaps to Reading," *Journal of Education*, CXLI (February, 1959), 3-35.

Summarizes the comparative eye condition of reading failures and unselected groups of school children examined by the author over a long period of years.

Steinberg, Philip M. and Rosenberg, Robert. "Relationship between Reading and Various Aspects of Visual Anomalies," *Journal of the American Optometric Association*, XXVI (March, 1956), 444-46.

Summarizes relationships, based on data from 1,000 children in grades four to eight inclusive, between reading ability and ocular muscle imbalances, vertical muscle imbalances, hand dominance, hand-eye dominance, visual acuity and depth perception.

Dalton, M. M. "A Visual Survey of 5,000 School Children, " *Journal of Educational Research*, XXXVII (October, 1943), 81-94.

Reports the results of the Keystone Telebinocular Tests given to 5,821 pupils in grades 3 to 12 inclusive; compares the relation between visual defects and academic achievement, stereopsis and intelligence, and phoric posture and reading comprehension.

Park, George E., and Burri, Clara. "The Effect of Eye Abnormalities on Reading Difficulty," *Journal of Educational Psychology*, XXXIV (October, 1943), 420-30.

Presents conclusions based on the results of "fairly complete eye examinations" of 225 unselected city school children in grades one to eight inclusive and records of achievement in reading supplied by their respective schools.

Jackson, Thomas, and Schye, Virginia. "A Comparison of Vision with Reading Scores of Ninth-grade Pupils," *Elementary School Journal*, XLVI (September, 1945), 33-35.

Bases conclusions concerning the relationship between reading scores and visual efficiency on data from 640 ninth-grade pupils.

Eames, Thomas H. "Comparison of Eye Conditions among 1,000 Reading Failures, 500 Ophthalmic Patients, and 150 Unselected Children," *American Journal of Ophthalmology*, XXXI (June, 1948), 713-17.

Comparisons based on measures of visual acuity, refraction, muscular imbalance, lateral dominance, speed of recognition.

Deady, Marion C. "Visual Factors in Reading Disability," *Columbia Optometrist*, XXVI (December, 1952), 5-7.

Discusses the nature of visual difficulties that are related to reading retardation, as reported in eleven previous investigations; suggests means of correcting and eliminating each defect.

Edson, William H; Bond, Guy L.; and Cook, Walter W. "Relationships between Visual Characteristics and Specific Silent Reading Abilities," Journal of Educational Research, XLVI (February, 1953), 451-57.

Reports the results of a study to determine the relationship, if any, between variations in ten measures of silent reading skills and thirteen tests of visual characteristics in the case of 188 fourth-grade pupils in four schools of St. Paul, Minnesota.

Robinson, Helen M. (editor). Clinical Studies in Reading, II, Supplementary Educational Monographs, No. 77. Chicago: University of Chicago Press, 1953. Pp. x+190.

Reports a series of studies of reading, with emphasis on visual problems, made by the staff members and graduate students doing work in the University of Chicago Reading Clinic.

Robinson, Helen M. "Diagnosis and Treatment of Poor Readers with Vision Problems," Clinical Studies in Reading, II, pp. 9-28. Supplementary Educational Monographs No. 77. Chicago: University of Chicago Press, 1953.

Presents illustrative case studies of poor readers with visual problems, describes methods of visual screening, and discusses problems involved in remedial therapy.

Robinson, Helen M. and Huelsman, Charles B., Jr. "Visual Efficiency and Progress in Learning to Read," Clinical Studies in Reading, II, pp. 31-63. Supplementary Educational Monographs No. 77. Chicago: University of Chicago Press, 1953.

Reports the results of studies, including more than 50 pupils in grades one, four and eight, to determine the relationship between visual efficiency and reading progress and to evaluate existing visual screening tests, determining their reliability and validity when used with elementary-school pupils varying in age and achievement.

Cleland, Donald L. "Seeing and Reading," American Journal of Optometry and Archives of American Academy of Optometry, XXX (September, 1953), 467-81

Summarizes the results of more than thirty studies relating to types of cues to word recognition, nature of the reading process, visual factors in reading, effect of prolonged reading on visual fatigue.

Gilbert, Luther C. Functional Motor Efficiency of the Eyes and Its Relations to Reading. University of California Publications in Education, Volume 11, No. 3, 159-231. Berkeley and Los Angeles: University of California Press, 1953.

Presents the results of a study of growth in simple oculomotor control of the eyes as revealed through photographic records of eye-movements in reading digits and words in context by 486 pupils in grades I to IX and by 42 college students, and its relationship to chronological age, to intelligence and to reading achievement.

Hulsman, Helen L. "Visual Factors in Reading: With Implications for Teaching," *American Journal of Ophthalmology*, XXXVI (November, 1953), 1577-86.

Discusses "the effect of visual errors in reading" and "the results of correcting the defects of vision," as reported in a series of studies of these problems; also the implications of the findings and conclusions for the improvement of teaching.

Eames, Thomas H. "The Influence of Hypermetropia and Myopia on Reading Achievement," *American Journal of Ophthamology*, XXXIX (March, 1955), 375-77.

Compares the differences between the chronological age and reading age of 64 reading failures and 57 reading non-failures, from the third and fourth grades, grouped according to refractive condition.

Thurstone, L. L. *A Factorial Study of Perception*, pp. 125-30. Chicago: The University of Chicago Press, 1944.

Presents chi-squares in the case of about seventy perceptual tests in an effort to differentiate fast and slow readers.

Diack, Hunter. *Reading and the Psychology of Perception*. New York: Philosophical Library, 1960. Pp. 155.

Summary and review of various researches conducted by the author and others into the comparative effectiveness of early phonic versus whole approaches in teaching reading, and the assumptions about the basic perceptual unit underlying each.

Gilbert, Luther C. "Saccadic Movements as a Factor in Visual Perception in Reading," *Journal of Educational Psychology*, L (January, 1959), 15-19.

Summarizes data from 76 college and graduate students which were secured in exploring "the relationship between the speed and accuracy of perception" in reading simple prose "both with and without saccadic movements of the eyes."

Vernon, M. D. "The Perceptual Process in Reading," *The Reading Teacher*, XIII (October, 1959), 2-8.

Summarizes evidence from 22 studies relating to nature of the perceptual process in reading and how words are perceived.

Eames, Thomas H. "The Relationship of the Central Visual Field to the Speed of Visual Perception," *American Journal of Ophthalmology*, LXIII (February, 1957), 279-80.

Bases conclusion on data from 50 subjects, ranging in age from five through 17, including measures of central fields through the use of a campimeter, and of speed of visual perception with a tachistoscope and other devices.

Buswell, G. T. "Perceptual Research and Methods of Learning", *The Scientific Monthly*, LXIV (June, 1947), 521-26.

Presents the basic hypothesis that reading at its most effective level involves the direct association of symbol and meaning without the accompaniment of sub-vocalization; cites the results of several studies in support of a plea for greater recognition of this basic fact.

Russell, David H., and Groff, Patrick J. "Personal Factors Influencing Perception in Reading," *Education*, LXXV (May, 1955), 600-3.

Reviews the results of a series of studies which support the view that the child's perception in reading "is affected by many factors other than the visual, auditory or kinaesthetic methods in which he is trained by the teachers."

Dearborn, Walter F. *The Psychology of Reading*. New York: Science Press, 1906. Pp. 136. Published also as Columbia University Contributions to Philosophy and Psychology, Vol. XIV, No. 1. New York: Science Press, 1906. Pp. 136.

Describes the results of investigations undertaken to determine the character of eye-movements and the location of fixations.

Tinker, Miles A. "Recent Studies of Eye-Movements in Reading", *Psychological Bulletin*, LIV (July, 1958), 215-31.

Summarizes significant findings of 72 studies of eye-movements in reading, published from January, 1955 to October, 1957 under the following headings: "techniques of measurement", "analysis of the reading progress"; "training to improve eye movements"; "topography and eye movements"; "eye-movements and fatigue."

Taylor, Earl A. "The Fundamental Reading Skill," *Journal of Developmental Reading*, I (Summer, 1958), 21-30.

Presents and interprets data secured through eye-movement records showing average achievement of readers by grades in terms of "fixations per 100 words", "regressions per 100 words", "average span of recognition", "average duration of fixation", also "average rate of comprehension."

Gilbert, Luther C. "Genetic Study of Eye-Movements in Reading, " *Elementary School Journal*, LIX (March, 1959), 328-35.

Compares the number of fixations and regressions per 100 words and the duration of fixations in prose reading of 22 subjects when in the second grade and again when college juniors and seniors; also for 7 subjects at the second, fourth and sixth grades and in college.

Taylor, Stanford E., Frackenpohl, Helen and Pettee, James L. *Grade Level Norms for the Components of the Fundamental Reading Skill.* Educational Developmental Laboratories Research and Information Bulletin No. 3. New York: Educational Developmental Laboratories, Inc. 1960.

Norms for five components of reading for grades one to college inclusive, based on eye-movement records from 12, 143 subjects in non-homogeneously grouped classes in schools widely distributed throughout the country.

Gray, William S. "A Study of Reading in Fourteen Languages, " *The Teaching of Reading and Writing: An International Study,* pp. 53-59. Monographs on Fundamental Education. Paris, France: UNESCO House, 19 Kleber Avenue, 1956. (Distributed in the U.S. by Scott Foresman and Company, Chicago.)

Presents an analysis of the eye-movement records of mature readers of fourteen different languages to determine if the basic processes involved in reading languages that differ in form and structure are similar or different.

Seibert, Earl William. "Reading Reactions for Varied Types of Subject Matter: An Analytical Study of the Eye Movements of Eighth Grade Pupils," *Journal of Experimental Education,* XII (September, 1943), 37-44.

Summarizes eye-movement records of 60 eighth-grade pupils while reading 300-word selection representing different types of subject matter.

Ledbetter, Frances Gresham. "Reading for Varied Types of Subject Matter: An Analytical Study of the Eye Movements of Eleventh Grade Pupils," Journal of *Educational Research,* XLI (October, 1947), 102-15.

Presents an analysis of the eye-movement records of 60 eleventh grade pupils while reading five 300 word selections from the fields of English, mathematics, science, and social studies which had been equated on various bases.

Ballantine, Francis A. "Age Changes in Measures of Eye-Movements in Silent Reading," *Studies in the Psychology of Reading,* University of Michigan Monographs in Education, No. 4, 65-111. Ann Arbor, Michigan: University of Chicago Press, April, 1951.

Summarizes eye-movement data secured from 10 boys and 10 girls in grades II, IV, VI, VIII, X and XI "to obtain growth curves for various eye-movement measures," "to discover at what age growth for the measures levels off," and "to compare the growth curves for the easy and graded passages."

Bayle, Evalyn. "The Nature and Causes of Regressive Movements in Reading," *Journal of Experimental Education*, XI (September, 1942) 16-36.

Presents the results of an analysis of the eye movement records of thirty-five ninth- and tenth-grade pupils to determine the nature of regressions and the difficulties that cause regressions according to pattern and cause.

Morse, William S. "A Comparison of the Eye-Movements of Average Fifth and Seventh Grade Pupils' Reading Materials of Corresponding Difficulty," *Studies in the Psychology of Reading*, University of Michigan Monographs in Education, No. 4, 1-64. Ann Arbor, Michigan: University of Michigan Press, April, 1951.

Reports the procedures and findings of a carefully planned laboratory study involving 54 pupils each in Grades V and VI to test the hypothesis that "if material could be found for the poor reader which is just as easy for him as more difficulty material is for the good reader, the eye-movements of the two might then be the same.

Morse, William C.; Ballantine, Francis A.; and Dixon, W. Robert. *Studies in the Psychology of Reading*, University of Michigan Monographs in Education, No. 4. Ann Arbor, Michigan: University of Michigan Press, April, 1951. Pp. ix+188.

Includes three condensed reports of doctoral dissertations prepared at the University of Michigan relating to (a) the eye-movements of fifth and seventh grade pupils when reading materials of corresponding difficulty, (b) age changes in measures of eye-movements in silent reading, and (c) eye-movements in reading of university professors and graduate students.

Scipione, Alice M. "Eye-Movements as Related to Reading," *Columbia Optometrist*, XXVII (February and May, 1953), 5-8; 3-4.

Discusses significant characteristics of eye-movements in reading based on the results of 22 pertinent investigations.

Walton, Howard N. "Vision and Rapid Reading, " *American Journal of Optometry and Archives of American Academy of Optometry*, XXXIV (February, 1957), 73-82.

Reviews previous relevant measurements and presents ophthalmograph records from ten male subjects which show that reading a page or paragraph at a single fixation per line is impossible and that rates of over 1451 W.P.M. indicate skimming.

Harris, Theodore Lester. *A Laboratory Study of the Relation of Selected Factors to the Span of Recognition in Silent Reading.* A dissertation submitted to the faculty of the Division of the Social Sciences in candidacy for the degree of Doctor of Philosophy. Chicago: University of Chicago Libraries, 1941. Pp. x+144.

Describes the procedures and results of a controlled experiment in grades two to six, and in the ninth and thirteenth grades, to determine the span of recognition and the relationship of ten psychological factors and nine visual factors to it.

Erickson, C. I., and King, Irving. "A Comparison of Visual and Oral Presentation of Lessons in the Case of Pupils from the Third to the Ninth Grades," *School and Society*, VI (August 4, 1917), 146-48.

Reports the results of a study with 106 pupils to determine the relative merits of visual and oral presentation of lessons.

Notson, E. B. "Reading Distance and some of Its Implications," *School and Society*, XXV (March,19, 1927), 353-54.

Reports the results of estimates of the distance of the eye from the page in the case of pupils in Grades I-VIII.

Harootunian, Berj. "A Note on Reading and Closure," *Reading Teacher*, XIV (May 1961), 343-4.

Correlation analysis of relationships between reading achievement and tests of speed and flexibility of closure administered to 208 students in grades 7-8.

Forgays, Donald G. "The Development of Differential Word Recognition," *Journal of Experimental Psychology*, XLV, (March, 1953), 165-68.

Summarizes the responses of twelve subjects at each educational level from grade two to ten inclusive and from grades thirteen to fifteen inclusive, to 20 three or four-letter English words, tachistoscopically presented to determine if educational training influences differential "recognition of words presented to the right and left of central fixation."

Auditory Abilities and Reading

Rizzo, N. D. "Studies in Visual and Auditory Memory Span with Special Reference to Reading Disability," *Journal of Experimental Education*, VIII (December, 1939), 208-44.

Reports results of a study among 310 pupils in grades 2, 3, 4, 5, 6, 8, 10, 12 relative to three types of memory span and their relationship to reading ability.

Reynolds, Maynard Clinton. "A Study of the Relationships between Auditory Characteristics and Specific Silent Reading Abilities," Journal of Educational Research, XLVI (February, 1953), 439-49.

Presents the results of a statistical analysis of the scores made by 188 fourth-grade pupils on 14 measures of reading and auditory characteristics and specific silent reading abilities, as measured by the Gates Basic Reading Tests, types A and D.

Poling, Dorothy L. "Auditory Deficiencies of Poor Readers," Clinical Studies in Reading, II, Pp. 107-111. Supplementary Educational Monographs, No. 77. Chicago: University of Chicago Press, 1953.

Analyzes the results of tests of auditory acuity, discrimination and memory span of 78 remedial cases in reading (58 boys and 20 girls) to determine whether deficiencies in these areas are related to specific errors in word discrimination.

Ewers, Dorothea W. F. "Relations Between Auditory Abilities and Reading Abilities: A Problem in Psychometrics," Journal of Experimental Education, XVIII (March, 1950), 239-62.

An exploratory study based on data from 140 high school pupils which attempted "to relate reading disabilities to auditory defects."

Reading Comprehension

Traxler, Arthur. "Current Organization and Procedures in Remedial Teaching," Journal of Experimental Education, XX (March, 1952), 305-12.

Summarizes findings from a questionnaire survey to determine the present status of remedial instruction in institutions represented by membership in the National Association for Remedial Teaching; interprets the practices revealed in the light of seventeen principles generally accepted as basic to remedial instruction.

Anderson, Charles C. "A Factorial Analysis of Reading," British Journal of Educational Psychology, XIX (November, 1949), 220-21.

Summarizes the results of a factorial analysis of reading (a thesis on file in Glasgow University) based upon scores of intelligence, vocabulary, two English tests and two tests of interpretation given to secondary-school pupils.

Langsam, Rosalind Streep. "A Factorial Analysis of Reading Ability," Journal of Experimental Education, X (September, 1941), 57-63.

Presents the findings of a study to determine "(1) the factors revealed by a diversified battery of tests of reading ability and (2) the loading that each factor evidences in each of these tests."

Burkhart, Kathryn Harriett. "An Analysis of Reading Abilities," *Journal of Educational Research*, XXXVIII (February, 1945), 430-39.

Identifies 214 reading abilities through a survey of educational and psychological literature, classifies them under six headings and determines their relative importance on the basis of rankings by reading specialists.

Artley, A. S. "The Appraisal of Reading Comprehension," *Journal of Educational Psychology*, XXXIV (January, 1943), 55-60.

Reviews the findings of several investigators supporting the assumption that a pupil who comprehends well in one area of instruction may not comprehend so well in other areas.

Peterson, Margaret Jean. "Comparison of Flesch Readability Scores With a Test of Reading Comprehension," *Journal of Applied Psychology*, XL (February, 1956), 35-6.

Compares the Flesch readability scores with scores made on a test of reading comprehension for high-school pupils, using rewritten passages of 100 words each based on anecdotes in the 1951 issue of the *Reader's Digest* which varied widely in difficulty.

Ward, Louis R. "Measuring Comprehension in Reading," *College English*, XVII (May, 1956), 481-83.

Discusses assumptions underlying an effort to develop a test which measures the components of comprehension, describes the nature of the test that was developed, and presents conclusions based upon its use.

Davis, Frederick B. "Fundamental Factors of Comprehension in Reading," *Psychometrika*, IX (September, 1944), 185-97.

Reports the basic skills involved in comprehension in reading, as revealed by an analysis of the literature of the field, and their relative importance, as revealed through the use of factorial analysis.

Davis, Frederick B. "The Factorial Composition of Two Tests of Comprehension in Reading," *Journal of Educational Psychology*, XXXVII (November, 1946), 481-86.

Presents correlation coefficients based on test scores from 689 eleventh and twelfth grade boys between "word knowledge" and "reasoning in reading" and fourteen items in a judgment and reasoning battery; also data on factorial composition of recognition-vocabulary items and inferences-in-reading items.

Johnson, Marjorie Seddon. "Factors in Reading Comprehension," *Educational Administration and Supervision*, XXXV (November, 1949), 385-406.

Utilizes the results of 32 studies in an effort to identify the main factors involved "in this complex function, reading."

McCarty, Pearl Sands. "Increasing Comprehension in Silent Reading," *School Review*, XXXIX (December, 1931), Pp. 758-66.

Describes the methods used and the results attained through special training in reading given to a ninth- and tenth-grade group; compares the progress with that of a controlled group.

Dewey, Joseph C. "Consistency of Pupil Response on Tests of Reading Comprehension," *Elementary School Journal*, XXXIV (March, 1934), Pp. 533-36.

Reports the results of six types of test given to "approximately 55" eighth-grade pupils to determine the consistency of their responses to test items designed to measure understanding of ideas found in reading context.

Alderman, Grover H. "The Effect of Certain Kinds of Drill Exercises on Comprehension," *Tenth Conference on Educational Measurements*, pp. 12-25. Bulletin of the Extension Division, Vol. VIII, No. 11. Bloomington, Ind.: Extension Division, Indiana University, 1923.

Describes an experiment carried on in Grades IV to VIII for six weeks to determine the effect of three types of drill work on comprehension.

Rosenberry, Frank L. "A Correlation of Comprehension Scores Derived from the Monroe Silent Reading Tests and Teachers' Grades," *Seventh Annual Schoolmen's Week Proceedings*, pp. 143-46. University of Pennsylvania Bulletin, Vol. XXI, No. 1. Philadelphia: University of Pennsylvania, 1920.

Presents correlations between the class marks and the comprehension scores of 1,124 sixth-, seventh-, and eighth-grade pupils.

Alderman, Grover H. "Improving Comprehension Ability in Silent Reading," *Eleventh Annual Conference on Educational Measurements*, pp. 28-37. Bulletin of the Extension Division, Vol. XI, No. 3. Bloomington, Indiana: Extension Division, University of Indiana, 1925.

Describes the effect of daily training in comprehension given to 1,933 pupils in Grades IV to VIII, inclusive.

McKee, Paul. "Report of Reading Investigation." An unpublished report filed with William S. Gray, University of Chicago, 1924.

Describes an experiment among 650 pupils of Hibbing, Minnesota. In Grades IV to VIII, inclusive, to determine the efficiency of pupils in comprehending information presented in story form and with the story element eliminated.

Alderman, Grover H. "Improving Comprehension Ability in Silent Reading," *Journal of Educational Research*, XIII (January, 1926), 11-21.

Reports the results of two sets of experiments in Grades IV-VIII, inclusive, to determine the value of specific training in "vocabulary," "organization" and "retention" when given separately and together.

Carter, Richard F. "Writing Controversial Stories for Comprehension," *Journalism Quarterly*, XXXII (Summer, 1955), 319-28.

Analyzes the data secured through a controlled experiment, including 59 high-school pupils, college students and members of the League of Women Voters, to determine the influence on comprehension of "using different methods of structuring news stories on controversial subjects."

Hanitchak, John Joseph. "Oral Peak Stress: Its Validity and Relationship to Reading Comprehension and Efficiency," *Journal of Educational Research*, XLIX (December, 1955), 295-99.

Summarizes data from 165 tenth-grade pupils to test the hypothesis that "oral peak stress in reading material does not influence reading comprehension."

Artley, A. Sterl. "A Study of Certain Relationships Existing Between General Reading Comprehension and Reading Compehension in a Specific Subject-Matter Area," *Journal of Educational Research*, XXXVII (February, 1944), 464-73.

Presents correlations based on records secured from 242 eleventh-grade pupils.

Burton, Mary. "The Hearing and Reading Comprehension of Vocabulary Among High-School Seniors," *The School Review*, LII (January, 1944), 47-50.

Presents data from 175 twelfth-grade pupils to determine if there was any difference between their reading and hearing comprehension as measured by a vocabulary test, and if there were sex differences in either ability.

Bernstein, Margery R. "Relationship Between Interest and Reading Comprehension," *Journal of Educational Research*, XLIX (December, 1955), 283-88.

Compares the comprehension scores made by 100 ninth-grade pupils on two passages of comparable difficulty, according to three readability formulae, but which differed significantly in interest.

Hall, Jody C. "The Effect of Background Music on the Reading Comprehension of 278 Eighth and Ninth Grade Students," *Journal of Educational Research*, XLV (February, 1952), 451-58.

Presents the results of a controlled experiment involving about 250 eighth- and ninth-grade students to determine the effect of music upon reading comprehension at different periods during the school day.

Serra, Mary C. "Amplifying and Simplifying Instructional Materials: Effects on Comprehension," *Elementary School Journal*, LV (October, 1954), 77-81.

Summarizes the results of eleven investigations under three headings: "Amplification of general statements"; "Simplification of vocabulary and sentence structure"; "Effects of punctuation on comprehension."

Rate and Comprehension in Reading

Blanchard, B. Everard. "Improving Rate, Vocabulary and Comprehension in Reading by the Inversion Technique," *Journal of Experimental Education*, XXVI (September, 1957), 43-49.

Reports the results of a detailed study involving 300 adults from 17 to 34 years of age "to evaluate three aspects of reading as taught by the inversion technique versus the conventional methods, namely, (a) Rate, (b) Vocabulary, and (c) Comprehension.

Schwartz, Marvin. "Transfer of Reading Training from Non-technical to Technical Material," *Journal of Educational Psychology*, XLVIII (December, 1957), 498-504.

Reports the effect of 17.5 hours of training in reading through the use of non-technical material on speed and comprehension of technical material both at the end of the training period and twelve weeks later.

Shorts, C. P. "An Investigation of Eighth Grade Reading," *Virginia Teacher*, X (February, 1929), 55-58.

Summarizes the results of four tests given to eighth-grade pupils; suggests possible reasons for the findings; and outlines methods of improving rate of reading and comprehension.

Eurich, Alvin C. "The Relation of Speed of Reading to Comprehension," School and Society, XXXII (September 20, 1930), 404-6.

Discusses related studies critically and presents the results of investigations showing that the correlation between speed and comprehension depends in part on the manner in which each is measured.

Wheeler, Lester R. and Viola D. "Improving Rate of Comprehension," High School Journal, XXXIX (October, 1955), 53-58.

Good survey of the rate-comprehension problem. Includes some interesting suggestions for overcoming verbalisms. Lists 25 specific suggestions for improving speed of comprehension.

Reading in High School

Niles, Olive S. and Early, Margaret J. "Adjusting to Individual Differences in English," Journal of Education, CXXXVIII (December, 1955), 2-68.

Of the five chapters in this issue, two are concerned with teaching reading at the secondary level. Chapter I, Reading Skills, outlines broad goals for reading programs, lists provisions for individual differences in reading ability, and suggests methods for taking inventory of various reading skills. There is a section on classroom organization, which includes a test for teachers on the feasibility of establishing a program in which "the more skilled people may be freed from needless drill and less skilled may be given opportunity to improve." A selected list of tests and teaching materials concludes the chapter.

In Chapter II, Uses of Reading, the authors take up some problems fundamental to building interest in extended reading. They offer practical suggestions for making pupils feel that reading is useful and for evaluating progress without resorting to formal book reports. Here too they include a test for teachers, this one designed to evaluate the teacher's own progress in promoting reading, a brief book list, arranged in order of reading difficulty, is also included.

Riefling, Adeline A. "The Reading Problem at Beaumont High School," The Saint Louis Public School Journal, I (September, 1945), 10-15.

Presents the results of a preliminary experiment to determine the value of differential and preventive treatment of pupils in reading and a subsequent experiment to determine the results of one term of instruction in a reading class as compared with progress in reading in regular English classes.

Swenby, Clifford and Zielsdorf, Margaret. "A Remedial-Reading Program in a Senior High School," *School Review*, LIX (September, 1951), 350-57.

Describes the personnel of three tenth grade English classes, their deficiencies in reading, the instructional program and teaching methods adopted, and the progress made between September and May as measured by the Iowa Silent Reading Test.

Leavell, Ullin W. and Wilson, Grace E. "Guided Free Reading Versus Other Methods in High School English," *Peabody Journal of Education*, XXXIII (March, 1956), 272-80.

Presents the results of a controlled experiment, including 290 low sophomore pupils, to determine the relative effectiveness in improving reading efficiency of (a) two types of mechanical devices, (b) direct teaching of reading skills, (c) a guided free reading program, and (d) a certain prescribed course of study.

Peavey, Blanche E. "They Can Read if You Just Crowd 'Em," *Clearing House*, XXXI (January, 1957), 289-91.

A high school English teacher not trained in the teaching of reading gives an account of her experiments with reading improvement. She found it "entirely possible to improve reading scores in many high school classes by an average of one-half year to a full year in a four-month period." Following instructions, getting total meaning, and increasing vocabulary and rate were emphasized. "And the kids will stand some crowding cheerfully, and a great deal if they see the objective."

Ramsey, Wallace Z. "An Experiment in Teaching in High School English Classes," *English Journal*, XLVI (November, 1957), 495-500.

Reports the results achieved in an experiment in which an average of 120 minutes per week from October to May were used in an integrated course of reading and literature in efforts to improve word-attack skills, vocabulary, comprehension, and speed of reading.

Ramsey, Wallace Z. "An Experiment in Teaching Reading in High School English Classes," *English Journal*, XLVI (November, 1957), 495-500.

Ramsey condemns isolated classes such as "Special English," "Remedial Reading," and "Developmental Reading" on the basis that they provide for the needs of only a small proportion of all students, or that they are concerned with the improvement of only one skill. He feels that there are serious shortcomings when reading is taught separately from regular English classes in which students learn the other communication skills.

Thompson, Ronald B. The Administration of a Program of Diagnosis and Remedial Instruction in Arithmetic, Reading, and Language Usage in Secondary School. Lincoln, Nebraska: Graduate College, University of Nebraska, 1940.

Presents evidence relative to the value of the program and suggests answers to specific questions relating to diagnostic and remedial teaching in high schools.

Traxler, Arthur E. "Corrective Reading," English Instruction in the University High School. Publications of the Laboratory Schools of the University of Chicago, No. 4 (Chicago: Department of Education, University of Chicago, 1933), pp. 121-36.

Describes the plan followed in the University High School in providing corrective and remedial training in reading; presents the methods and results of experiments in group corrective training.

Riefling, Adeline Aldrich. " Report of Two Reading-English Classes," School Review, L (October, 1942), 587-95.

Describes the procedures adopted and the results attained through "special reading and English instruction for those pupils in Grades IX and X who were failing regular English classes."

Cutts, Warren G., Jr. "Dealing with Reading Problems at the Pre-College Level," Educational Administration and Supervision, XXXIX (March, 1953), 129-138.

Describes the methods used and the results secured during a six-weeks' intensive reading program, half-day sessions, administered during the summer at Syracuse University.

Penty, Ruth C. "Reading Ability and High School Drop-Outs," National Association of Women Deans and Counselors Journal, XXIII (October, 1959), 11-15.

Presents a general summary of a study entitled Reading Ability and High School Drop-Outs by Ruth Penty, New York: Bureau Publications, Teachers College, Columbia University, 1956 (included in the 1955-56 annual summary).

Penty, Ruth C. Reading Ability and High School Drop-outs. New York: Bureau of Publications, Teachers College, Columbia University, 1956, Pp. 93.

Analyzes during each of four years the scores of tenth-grade pupils ranking in the lowest and highest quarters of their classes in reading on the Iowa Silent Reading Tests and the Otis Test of Mental Ability to determine the influence of poor reading ability on high-school drop-outs.

Miller, Clara E. "Necessity for Well-Planned Reading Programs in Centralized Schools," Educational Administration and Supervision, XXVII (April, 1941), 301-04.

Reports the results of a survey of the mental ability and reading difficulties of pupils in grades 7 to 12 inclusive.

Richter, Lt. Carlton E., and Parr, F. W. "Remedial-Reading Instruction in Oregon Secondary Schools," School Review, (May, 1942), 368-380.

Presents the results of a survey of the provisions made for remedial reading instruction in 211, or 70 per cent, of the high schools of Oregon.

Guiler, W. S.; Murphy, Emily and Coleman, J. H. "Improving the Reading Ability of High-School Students," Journal of Educational Research, XXXVI (February, 1943), 445-56.

Presents the results of a controlled experiment with tenth grade pupils to determine the extent to which their reading ability could be improved "by means of a systematic program of remedial reading."

Landry, Herbert A. (director). Reading Improvement Study Sponsored by Educational Department, the Reader's Digest: Summary of Results of Study. Pleasantville, New York: Reader's Digest, 1942. Pp. 11.

Reports the results of controlled experiments in 95 schools of 12 cities, involving 7,566 pupils to determine the effect of the Reader's Digest Reading Improvement Program on the reading efficiency of high-school pupils.

Bobbitt, Franklin. Curriculum-making in Los Angeles. Supplementary Educational Monographs, No. 20. Chicago: Department of Education, University of Chicago, 1922. Pp. vi+106.

Describes the procedure and the results obtained in Los Angeles in reorganizing the high-school curriculum, including general reading and literature.

Miles, Dudley H. "Can the High-School Pupil Improve His Reading Ability?" Journal of Educational Research, XIV (September, 1926), 88-98.

Describes an experiment with fourteen classes of high-school pupils to determine the correlation between the degree of improvement in reading and (1) intelligence and (2) initial reading ability.

Smith, Elizabeth B., (chairman). "A Reading Experiment: The Ninth Year Committee for the Walton High School," High Points, XXXIX (January, 1957), 12-31.

Reports the procedures and results of a year's effort by the English, general science and social studies departments of a high school to improve the reading and writing skills of ninth-grade pupils.

Noall, Mabel S. "Automatic Teaching of Reading Skills in High School," Journal of Education, CXLIII (February, 1961), 1-73.

Two studies of significance of gains through (a) "massed differentiated," and (b) self-directed vs. teacher-directed reading skills instruction among able high school students.

Dobrin, Ruth M. "The Massapecqua Story," Journal of Developmental Reading, IV (Spring, 1961), 159-72.

Description of reading program for college-bound high school students and its effects on College Board Scores and gains on the Cooperative Test of Reading Comprehension.

McGaughan, Geraldine E. "Remedial Reading at Textile," High Points, XX (December, 1938), 55-58.

Presents results of a remedial reading program involving 150 high school freshmen.

Thornton, Cecil M. "Two High School Reading Improvement Programs," Journal of Developmental Reading, III (Winter, 1960), 115-22.

Describes efforts, including a partially controlled experiment, to improve high school reading, and presents a statistical analysis of scores before and after training to identify elements of strength and weakness in the procedures followed.

Melton, Howard B. "Reading Retention of Eleventh-Grade Students," Journal of Developmental Reading, II (Summer, 1959), 26-33.

Studies the effectiveness of a reading improvement program given to 66 tenth-grade students by comparing their reading ranks at the beginning and ending of the program and approximately a year later.

Forlano, George, and Wrightstone, J. Wayne. "Measuring the Effectiveness of Special Reading Instruction in Selected Vocational High Schools," High Points, XXXVIII (March, 1956), 31-36.

Presents data secured from groups of pupils in four cooperating high schools including both control and experimental classes to determine the effectiveness of special reading instruction given in the experimental classes.

Blayne, Thornton C. "Retention of Skills Acquired in Developmental Reading Programs," School and Society, LXIII (January 12, 1946), 37-39.

Presents data showing the improvement among 50 ninth, tenth, and eleventh grade pupils resulting from special training in reading during the school year, 1944-45.

Goldberg, Murray A. "Can Reading Ability Be Improved More Effectively Through Wide Reading or Intensive Drill?" High Points, XXVIII (February, 1946), 21-27.

Bases conclusions on the results of a controlled experiment involving three second-term high-school classes—one remedial reading class, one remedial drill class, and a control class.

Bish, Charles E. "An Experiment in Reading Improvement," Bulletin of the National Association of Secondary School Principals, XXXVI (January, 1952), 89-96.

Reports the results of an experiment with twelfth-grade pupils of average or above average scholastic achievement to determine the value of specific training in reading during a 45 minute period, five days per week for nine weeks, on reading achievement as measured by the Diagnostic Reading Tests.

Hancock, A. S. "Large-Group Instruction—A Lecture-Library Experiment in Reading," School Review, XLVI (November, 1938), 694-700.

Presents outcomes of a "large-group instructional" program designed to stimulate and broaden the reading interests of 1300 high-school sophomores.

Wagner, Guy. "Toward Better Reading in Our High Schools," Education, LXXVII (May, 1957), 555-60.

A brief summary of the importance of improved reading programs, with a 12-point check list of "Marks of a Good Program."

Thornton, Robert D. Developmental Reading in Texas Secondary Schools: January, 1957. Texas Study of Secondary Education, Research Study Number Twenty-three. (Mrs. Mae Cowan, Sec., 2207 Nolen Street, Austin, Texas).

Reports the results of a questionnaire study concerning the extent of developmental reading programs in Texas high schools, their value, results attained, and the need for them where they do not exist.

McCullough, Constance M. "What Does Research Reveal about Practices in Teaching Reading? English Journal, XLVI (November, 1957), 475-90.

Dr. McCullough summarizes a great deal of information from research concerning the major problems in teaching reading. Her aim is to encourage the secondary school teacher to make wiser judgments about the use of students' time in reading instruction .... Consistent with this view, Dr. McCullough questions standard practices in teaching vocabulary, comprehension, and speed.

Developing tastes and appreciations, grouping for instruction, and evaluating growth of skills are similarly dealt with. An extensive bibliography is included.

Witty, Paul. "An Articulated Program for Teaching Reading from Kindergarten to College," Bulletin of the National Association of Secondary School Principals, XXXIX (September, 1955), 7-15.

Witty discusses four periods in reading development, the periods of reading readiness, of rapid growth in reading simple materials, of rapid growth in comprehension and speed, and of wide reading for varied purposes. He deals briefly with each period, suggesting materials, aims, and techniques. He defines these as the three basic problems in reading instruction: 1) studying the individual pupil and his needs, 2) finding sources of varied materials, and 3) developing simple but valid methods of evaluating and recording reading growth. Succinct suggestions are offered for finding solutions.

Brawn, Martha B. and Walter G. Patterson, "Reading Improvement in High School," Bulletin of the National Association of Secondary School Principals, XLI (March, 1957), 55-64.

Account of a reading experiment at Drury High School, North Adams, Massachusetts. Details of course organization are given. Tachistoscope, accelerator, Kuder Preference Record, and varied texts were used. Comprehension, speed, vocabulary building, and study skills were stressed.

Robinson, H. Alan and Udall, Richard M. "An All-School Reading Program," High School Journal, XXXIX (November, 1955), 91-96.

Describes a 17-year old reading program in the four schools of Central High School District No. 1, Valley Stream, New York. A step by step outline of both corrective and developmental procedures is given. There is also a brief account of the summer reading school which offers in-service course to teachers.

Jensen, Ralph E. and Clark, Van D. "A Developmental Reading Program: Description and Evaluation," High School Journal, XXXIX (December, 1955), 178-84.

Outlines the problem of Phoenix Technical School-the students' lack of interest in the academic side of education, accompanied by poor reading ability. Results of an experimental reading program, contrary to most research, seemed to indicate that "inferior" students made greater gains than "superior" students. The authors concluded that this apparent discrepancy may have been because the test used did not provide sufficient "height" to measure the gains of more able students.

Hunt, J. T. "Easy Non-Fictional Materials for the Handicapped Reader," High School Journal, XXXIX (March, 1956), 322-32.

The author concentrates on explaining how a three-school junior and senior high school reading program was organized, what diagnostic testing was done, how pupils were classified according to needs, how the in-service training program was set up, and how the total program was evaluated.

Hill, Margaret Keyser, "Organizing the Reading Improvement Program in the Secondary Schools of Dubuque," High School Journal, XXXIX (November, 1955), 106-11.

The author concentrates on explaining how a three-school junior and senior high school reading program was organized, what diagnostic testing was done, how pupils were classified according to needs, how the in-service training program was set up, and how the total program was evaluated.

Gustafson, Myrtle. "Team Work Provides a Program of Reading Instruction in Secondary Schools," High School Journal, XXXIX (January, 1956), 22-26.

The Oakland, California school system is concerned about coordinating the reading program of the 64 elementary schools, 13 junior high schools, five senior high schools, and a junior college with liberal arts, business, and trade divisions. The coordination program is outlined along with a brief description of curriculum guides, administration services, and school-site programs. "The chief value of these specific projects is that the total program of instruction is improved and that in-service education of teachers becomes a vital part of the school curriculum. . . Parents, pupils, teachers, counselors, nurses, librarians, curriculum assistants, principals, supervisors, directors, consultants, assistant superintendents, and superintendents are taking a part and keeping themselves informed of the developments."

Blough, Richard. "Developmental Reading Laboratory: A Training and Proving Ground for Readers," National Association of Secondary School Principals Bulletin, XXXVI (January, 1952), 84-88.

Reading program at Emmerich Manual Training High School, Indianapolis. Objectives: to foster enthusiasm and the habit of reading widely, as well as to solve reading problems and increase reading skills. Equipment and class plan are described, and results given.

Bish, Charles E. "An Experiment in Reading Improvement," Bulletin of the National Association of Secondary School Principals, XXXVI (January, 1952), 89-96.

Account of an experimental reading program at McKinley High Sxhool, Washington, D. C., based on these assumptions: 1) Seeing is learned. Ineffective eye movements can be corrected by retraining. 2) Most pupils read below their potential ability. Training should be continuous for all pupils through high school. 3) Forced reading at frustration level appears to be responsible for many emotional disturbances and below-standard behavior. 4) Three groups appear to evidence need for special training: slow learners, those having pronounced disabilities, and those with average or better achievement. Equipment and materials used are listed. Results are tabulated. Among the conclusions drawn: there is an only slightly significant correlation between intelligence and gain in reading rate, but there seems to be a high relationship, not verified, between emotional stability and reading-rate improvement. A study of telebinocular visual survey tests indicated no relationship between visual efficiency and reading-rate improvement.

Simpson, Ray H., and Camp, Kenneth L. "Diagnosing Community Reading," School Review, LXI (February, 1953), 98-100.

Summarizes data concerning "out-of-school behavior goals in reading" secured the use of a questionnaire, filled out by the parents of secondary-school pupils in five schools and representing 95 families; points out potential values of such a survey.

Beacon, Ruth and Lloyd H. Billett, "The Eugene Reading Program," High School Journal, XXXIX (December, 1955), 185-88.

Interesting account of Eugene, Oregon, high school reading program. Major paints of interest: 1) The Orëgon State Dept. of Education believes in the program to the extent that it reimburses the school district for a considerable part of the excess cost. 2) Because students of low mental ability are not included in the voluntary remedial reading classes for students of normal or superior ability, the course is not tagged "dumbbell" or "bonehead", and students feel no stigma in seeking the reading help they need. 3) Students who dislike reading are given a realistic approach to their own spans of attentions. 4) Each student is free to experiment and work out his own plan for improvement.

Bond, George W. " Speed Reading in the High School," High School Journal, XXXIX (November, 1955), 102-5.

Bond describes a machine-centered high school program and presents a typical lesson plan including tachistoscopic training, work book exercises, reading film, and silent reading. Course materials, mechanical and otherwise, are suggested. Bond defends the use of the tachistoscope on the basis of its motivational value.

Johnson, Loaz W. "Improving Reading in Butte County High Schools," *Clearing House*, XXXII (December, 1957), 207-11.

Describes the problems of a county where no high school had a specialist in reading or a teacher specially concerned with reading improvement except in the area of remedial reading. Reports on a one-year experiment with a "packaged," (SRA) program administered by English teachers along with regular class work. Some teachers did not give full cooperation, but the program tended to indicate that considerable gains in both rate and comprehension can be made with "a minimum of time and effort" where enthusiastic teacher cooperation can be enlisted.

Grant W. Jenson, and Wilson M. Stone, "For Those Who Would Read," *California Journal of Secondary Education*, XXX (October, 1955), 376-8.

Report on the hiring of a full-time reading director by a California high school. One-half time was devoted to a developmental program; the rest, to remedial work and to assisting the faculty in building a school-wide reading program. A systematic attempt was made to enroll the cooperation of teachers, pupils, P.T.A., community, and the school officials. As a result, a County High School District reading program was instituted. "Our next task is to convince parents that children must read in order to learn to be good readers and thus fight the challenge of television."

Cooper, Jesse V. and W. G. Patterson, "What Should We Do About Reading in the Senior High School?" *Bulletin of the National Association of Secondary School Principals*, XLII (April, 1958), 104-12.

Proceedings of the 42nd Annual Convention. Summary of Cooper's presentation: shy and how Pratt, Kansas schools extended reading program through 12th grade. Reading problems have increased because of increased school population and policy of automatic promotion in elementary schools. New program based on in-service training for teachers, flexibility and variety in approach, recognition of three distinct ability levels. Cooper considers teacher attitude most important factor. Gives summary of materials and methods used in each grade, 7 through 12.

Summary of Patterson's presentation: arguments for a continued reading program taught by trained specialists. Suggested steps for principal to follow in setting up new program.

Campbell, W.S. "Reading Can be Improved," *National Association of Secondary School Principals*, XL (November, 1956), 42-8.

The following program represents the results of two years of intensive planning by the faculty of Norview High School, Norfolk, Virginia: 1. Freshman-teaching of reading skills, ten minutes daily in the English social studies, mathematics, science, & other classes that wish to participate in the reading program. 2. Sophomores- teaching of reading skills, one period weekly in English, social studies, math, and science classes. 3. Juniors - teaching of reading skills, one period weekly in Eng. classes only. 4. Seniors-The senior Eng. teachers will decide upon the needs of their respective classes & teach to fill needs.

Bond, George W. "A Program for Improving Reading in the Secondary School," School Review, LX (1952), 338-42.

Description of the reading program in Germantown Friends School in Philadelphia. The testing program to identify poor readers, the organization of instruction, and the reading program itself are described in detail.

Brian, M. "High School Developmental Reading Program," Catholic Educational Review, LI (1955), 335-9.

Plea for establishment of developmental reading programs. Lists equipment, texts, and tests useful to the course. Indicates methods of instruction.

Artley, A. Sterl, "The Development of Reading Maturity in High School; Implications of the Gray-Rogers Study," Educational Administration and Supervision, XLIII (1957), 321-8.

1. Reading programs are needed in high schools. 2. Low level reading competence among adults tested suggests that high school reading programs emphasize training in word perception, comprehension of meaning, reaction to the ideas expressed, and application of idea to behavior. 3. Reading competence is not equivalent to complete reading maturity.

Monroe, Walter S. "The High School's Responsibility for Teaching Reading," Chicago Schools Journal, IX (March, 1927), 241-45.

Discusses the results of several studies which show that many pupils pass through the elementary school without learning to read well.

Bedwell, Robert Lafayette. Improvement of Reading in the Public Schools. Contributions to Education Published under the Direction of George Peabody College for Teachers, No. 65. Nashville, Tennessee: George Peabody College for Teachers, 1929. Pp. xii+106.

Describes the steps taken in a controlled experiment involving pupils in Grades I-XII, inclusive, to improve achievement in reading and presents an analysis of the results.

Alexander, Fred M. "Reading in Newport News High School," Journal of Education, CXIII (March 2, 1931), 248-51.

Describes the methods used and the results attained in efforts to improve the reading achievement of high-school Freshmen.

Carney, Elizabeth, and Leuenberger, Claire S. "Experiment in Remedial Reading in Senior High School," High School Teacher, VII (February, 1931), 71-72.

Describes the methods used and the results secured in efforts to improve the reading achievement of high-school Juniors.

Sibert, O. E. "Improvement of Reading in High School," *School Executives Magazine*, LI (October, 1931), Pp. 61-63, 86.

Describes the steps taken in diagnosing the needs of 38 pupils in a small high school, the remedial measures adopted, and the results attained.

Grover, C. C. "Survey of the Reading Achievement of Pupils in Low-Tenth Grade," *School Review*, XL (October, 1932), Pp. 587-94.

Reports the procedures adopted in discovering reading deficiencies in the senior high schools of Oakland, California, and in acquainting the teachers with the findings.

Wagner, Mazie Earle. "Improving Reading Ability of High School Juniors," *School and Society*, XXXVI (December 10, 1932), Pp. 767-68.

Reports the improvement in reading achievement, as measured by the Nelson-Denny Reading Test, Form A, made by 217 English III pupils as a result of six weeks of training.

Broening, Angela M. "Test-Determined Teaching of Reading in the Secondary Schools," *Baltimore Bulletin of Education*, XII (November, 1933), Pp. 21-23.

Discusses ways in which data relating to the reading achievements and needs of pupils can be used in improving teaching.

Persons, Gladys. "Silent Reading With First-Term Pupils in the Theodore Roosevelt High School," *High Points in the Work of the High Schools of the City of New York*, XVI (November, 1934), Pp. 5-15.

Compares the achievement in reading of 1,010 pupils before and after a program of remedial teaching which continued for two months.

Suffield, Charles L. "Improving Silent Reading in the High School," *American School Board Journal*, XCI (November, 1935), 21-23, 80.

Summarizes evidence of the advantages and difficulties involved in improving the reading abilities of high school pupils.

Center, Stella S., and Persons, Gladys L. *Teaching High-School Students to Read*. A Publication of the National Council of Teachers of English, English Monograph No. 6 (New York: D. Appleton-Century Co., Inc., 1937), Pp. xviii+168.

Reports steps taken in a study of reading in the Theodore Roosevelt High School in New York City, the effect of the program of reading instruction adopted on the reading ability and scholastic achievement of pupils, and important deductions from the study.

Further Studies in Reading: Improving the Reading Habits and Tastes of the High School Pupils of New York City. Year Book No. 2 of the New York City Association of Teachers of English. (New York: Noble and Noble, Inc., 1937), Pp. iv+70.

Presents the reports of six committees whose aim was to reinforce the program of reading instruction in New York City high schools where it seemed to be weakest; includes also three address which were delivered before the association at its 1937 meeting.

Thompson, Harry A. "The Status of Remedial and Corrective Reading in Montana High Schools," *Montana Education*, XIV (April, 1938), 12, 16.

Presents the results of a questionnaire study to determine the need for remedial reading in Montana High Schools, the extent to which the schools are undertaking to provide the training, and the departments most concerned in carrying the burden.

Gray, William S., and Leary, Bernice E. *The Teaching of Reading in Elementary and Secondary Schools of the State of New York.* New York: The Regents' Inquiry, 304 E. 35th Street, 1939. Pp. viii+106.

Summarizes the findings of an elaborate survey of reading in the state of New York and presents proposals for the reorganization and improvement of reading instruction.

Reading Instruction in Secondary Schools. Research Bulletin of the National Education Association, Vol. XX, No. 1. Washington: Research Division of the National Education Association, 1942. Pp. 48.

Describes the status of reading instruction in high schools as revealed through questionnaire replies from 2,275 high school principals, 320 outstanding teachers, 74 teachers in training in summer classes, and recent articles, books, and monographs on high school reading instruction.

Traxler, Arthur E. "Provisions for Reading Instruction in Secondary Schools and Colleges Holding Membership in the Educational Records Bureau," *1945 Achievement Testing Program in Independent Schools and Supplementary Studies.* Educational Records Bulletin No. 43, pp. 55-67. New York 19: Educational Records Bureau, June, 1945.

Summarizes replies from 133 secondary schools and colleges which are members of the Educational Records Bureau to a questionnaire relating to practices in the teaching of reading.

Smith, Dora V. "Psychology and Methods in the High School and College: English Language, Reading, and Literature," *Review of Educational Research*, VIII (February, 1938), 25-33, 81-87.

Summarizes the results of 152 studies relating to the psychology and methods of teaching reading in high schools and colleges published between January, 1934, and July, 1937.

Barmack, Frank. "A Testing Program," *High Points*, XXIX (September, 1947), 58-64.

Describes the testing program of a high school and points out the value of grouping pupils on the basis of their reading attainments for purposes in instruction in reading.

Reading in Junior High School

Farbish, Sydney A. "An Experiment in Remedial Reading," *English Journal*, XXII (September, 1933), pp. 585-87.

Describes the progress secured through the use of the McCall-Crabb Standard Test Lessons in Reading among 9A pupils, largely of foreign parentage.

Brooks, Fowler D. "Predicting Scholarship in the Junior High School," *Eighteenth Annual Conference on Educational Measurements*, Bulletin of the School of Education, Indiana University, VII, No. 5 (Bloomington, Indiana: Bureau of Cooperative Research, Indiana University, School of Education, 1931), pp. 73-80.

Summarizes the results of studies to determine the relation to scholastic success of various factors including achievement in reading.

McCallister, James M., and Baker, Grace H. "Corrective Instruction in Reading in Seventh Grade English Classes," *English Journal*, XXI (November, 1932), pp. 734-43.

Describes the program of corrective reading and the results attained in the seventh-grade English classes of the Roosevelt Junior High School, Aberdeen, South Dakota.

Funk, Howard V. "A Remedial Reading Experiment," *Educational Record*, XIX (January, 1938), 166-72.

Presents results of a systematic remedial reading program at the junior high school level, including data on extent to which improvement is retained after training has been discontinued.

Lowry, Ellsworth. "A Silent-Reading Experiment in Rural and Village Schools," Elementary School Journal, XXVI (September, 1925), 42-49.

Reports the results of experiments in Grades I-VIII, inclusive, in four Indiana cities to determine the effect of timed silent-reading practice for ten weeks, supplemented by drill on phrase and sentence recognition.

Traxler, Arthur E. "What Does Research Suggest About Ways to Improve Reading Instruction?" Improving Reading in the Junior High School, pp. 5-15. U.S. Department of Health, Education and Welfare, Office of Education, Bulletin No. 10, 1957.

Raises twelve questions pertaining to the improvement of reading and presents answers derived from a review of pertinent research.

Reeves, Ruth E. "An Experiment in Improving Reading in the Junior High School," English Journal, XLVII (January, 1958), 15-20.

Describes the methods used and the results achieved during a year through developmental training in reading given to below-average, average and above-average readers; reports also what happened the following year when individual teachers worked alone without guidance.

Manwiller, C. E. "Growth in Reading in the Pittsburgh Public Schools, Grades 4-8," Pittsburgh Schools, VII (November-December, 1932), pp. 116-27.

Summarizes the scores made on the Sangren-Woody reading tests by pupils in grades IV to VIII inclusive before and after a definite remedial program had been adopted.

Reeves, Ruth E. "An Experiment in Improving Reading in the Junior High School," English Journal, XLVII (January, 1958), 15-20.

This article describes a realistic experiment in Sidney Lanier Junior High School, Houston, Texas. One of its notable features is that it involves work in science and social studies as well as in English. Instead of using one textbook, the students in the experimental classes read extensively in books on their own levels of ability. So far the experiment has produced gratifying results in increasing reading interest as well as improving reading ability.

McDowell, Kyle,K. "The Teaching of Reading in the Junior High School," *Bulletin of the National Association of Secondary School Principals*, XXXVIII (December, 1954), 36-9.

Emphasis on pupils who need special reading help. Urges that junior high schools imitate the elementary school practice of keeping reading activities felxible enough to allow for individual differences. Outlines steps the good reading teacher will include at any grade level: building readiness, stressing motivation, choosing materials at which the individual pupil can be successful, building vocabulary through reptition.

Cramer, Roscoe V. "The Every-Pupil Reading Program in Switzer Elementary and West Junior High," *High School Journal*, XXXIX (November, 1955), 81-85.

Kansas City, Missouri, elementary and junior high school program reported at the end of fifteen years. Its purpose was to provide pupils with browsing materials suitable for widely varying interests and ability levels and to encourage them to read widely on an independent basis. Among the results reported: "Seldom have there been any repeaters of school grades because of deficiencies in reading."

Capehart, Bertis E. and Rollin McKeehan, "A Junior High School Reading Program Adjusts to Individual Needs, *High School Journal*, XXXIX (December, 1955), 172-77.

Description of an Oak Ridge, Tennessee, junior high school experimental program designed to promote reading growth among both the educationally retarded and the intellectually gifted. These were placed respectively in "Needs Laboratories" and "Interest Laboratories." In the "Needs Laboratories" no child made less than a year's progress; some made as much as five years. It was concluded that wider variety would be desirable in the "Interest Laboratories." Materials used are listed.

Anderson, J. A. "Seventh Grade Reading Program," *National Association of Secondary School Principals Bulletin*. XLI (February, 1957), 172-77.

Description of Lufkin, Texas, junior high school reading program with emphasis on flexibility. Basic procedures are outlined and a detailed program for one year's work is presented. The year is divided into three twelve-week periods: the first for readers who need help, the second for average readers, and the third for accelerated pupils.

Hogg, Henry T and Jewett, Arno, "What should We do About Reading in the Junior High School?" *Bulletin of the National Association of Secondary School Principles*, XLI (April, 1957), 73-6.

Summary of presentations made at 41st Annual Convention. Hogg: Emphasizes the necessity for junior high-school principals to sell faculty, student body, and community on a total reading program. Points out that the principals should themselves recognize that learning to read is a continuous process. Gives brief description of reading program in El Dorado, Arkansas schools. Jewett: Suggests approaches for in-service training programs in reading. Lists 11 reading skills which should be taught by all subject-matter teachers and stresses the point that the principal is the key person in reading program.

Caskey, Helen. "Helping Junior High School Pupils Gain a More Effective Approach to Reading," *Education*, LXXVI (1956), 557-62.

Junior High School students may be poor readers because they are "habitually passive, rather than active, thinking readers." "Although some may have regarded helping pupils to read better as the particular work of a reading specialist, it appears to be true that much can be accomplished through emphasis on improving specific reading skills in the day-to-day teaching, testing and making assignments in all subject areas."

Dahlberg, Louise. "An Investigation into the Reading Practices of a 7 B Group of Girls in a New York City Elementary School," *Journal of Educational Sociology*, III (March, 1930), 402-15.

Reports the results of a study of the reading practices of forty seventh-grade girls and some of the factors influencing those practices.

Traxler, Arthur E. "Group Corrective Reading in the Seventh Grade—An Experiment," *School Review*, XLI (September, 1933), pp. 519-30.

Summarizes a series of studies to determine the value of group corrective teaching among seventh-grade pupils and to develop techniques for correcting reading deficiencies.

McCullough, Constance. "Improving Reading Comprehension in Grade IX," *School Review*, XLV (April, 1937), 266-73.

Describes the methods used and the results secured through a program of remedial instruction in reading extending for nine weeks.

Waterbury, Eleanor. "Reading in Junior High School," English Journal, XXVIII (November, 1939), 747-52.

Describes the work for superior and average readers and reports the results of three months of remedial teaching with poor readers in the seventh grade.

Thurston, Mary Ethel. "Teaching English to High-School Children with Elementary-School Reading Ability," School Review, L (June, 1942), 423-31.

Presents the results of a study of the reading achievement of seven hundred pupils previous to high school entrance; describes the methods adopted and the progress of 130 pupils who ranked below seventh grade level on the tests.

Rhodes, E. N. "Technique of Teaching Silent Reading," Elementary School Journal, XXIII (December, 1922), 296-302.

Describes the methods employed in improving reading accomplishment in Grades III to VIII, inclusive.

Glass, James M. Curriculum Practices in the Junior High School and Grades 5 and 6, pp. 107-8, 116-17. Supplementary Educational Monographs, No. 25. Chicago: Department of Education, University of Chicago, 1924.

Reports the number of minutes a week allotted to literature and reading in Grades V to IX, inclusive, in fourteen cities.

Benson J. R. "A Campaign To Imprive Reading," Public School Messenger, XXIV (November, 1926), 17-26. Research and Survey Series, No. 1. St. Louis, Missouri: St. Louis Public Schools.

Describes the methods used and the results secured in a campaign to improve the rate of reading in Grades II-VIII.

Kennedy, J. Alexander, and Corrigan, Emmet. "Comparative Study of the Results in Silent Reading in the Seventh and Eighth Grades in Elementary and Intermediate Schools of Detroit," Elementary School Journal, XXVII (February, 1927), 444-46.

Reports differences in the time devoted to reading in two types of schools and the results of tests of reading achievement in these schools.

Leonhardy, Alma; Hogoboom, Grace W.; Henry, Mary Bess; Brown, Rubetta D.; and Farmer, Elinor R. "What is Done to Improve Reading Ability of Pupils in Los Angeles Junior High Schools," Educational Research Bulletin (Los Angeles City Schools), VII (October-November, 1927), 4-7, 10-11.

Describes procedures adopted to improve the ability of junior high school pupils to read and reports the results obtained.

Wrightstone, J. Wayne. "Evaluating the Effectiveness of an Integrated Ninth Grade Curriculum," Teachers College Journal, XIX (November, 1947), 2-3, 12.

Compares the progress in speed of comprehension, level of comprehension, vocabulary and work study skills of ninth grade pupils following an integrated curriculum and those pursuing a conventional-type curriculum.

Walker, Frederic R. "Evaluation of Three Methods of Teaching Reading, Seventh Grade," Journal of Educational Research, LIV (May, 1961), 356-8.

Controlled comparative study among three groups of seventh grade students, 86 in all, of effects of a six-week period of highly individualized instruction, individualization through the SRA Reading Laboratory, and a non-individualized approach.

Baughman, N. Dale. "Special Reading Instruction in Junior High Schools," National Association of Secondary Schools Bulletin, XLIV (November, 1960), 90-5. Also in Clearing House, XXXV (March, 1961), 394-7.

Analysis of 133 questionnaire sent to 269 Illinois junior high schools concerning the number and nature of special reading instruction programs, including data on objectives, procedures, and teacher preparation.

Tormey, Mary K. and Patterson, Walter G. "Developmental Reading and Student Evaluation," Journal of Developmental Reading, II (Winter, 1959), 30-43.

Presents data showing gains made by ninth-grade students given reading instruction during a spring semester; also their evaluation of the effectiveness of the training given and suggestions for its improvement.

Schiavone, James. " A Seventh-Grade Reading Enrichment Program," Journal of Developmental Reading, III (Winter, 1960), 106-14.

Summarizes responses of students to a questionnaire requesting their evaluation of the activities pursued in a reading enrichment program and the time devoted to them.

Hamilton, Bernice. "Point Pleasant Did Something About Reading!" Elementary School Journal, XLV (June, 1945), 562-68.

Describes the steps taken and the results secured through vigorous effort to improve the reading efficiency of pupils in grades III to VIII.

Huus, Helen. "Factors Associated with the Reading Achievement of Children from a Migratory Population. I and II," Elementary School Journal, XLV (December, 1944 and January, 1945), 203-12; 276-85.

Presents data and conclusions reached through a study of 97 non-migrant and 175 migrant children in grades three to eight, inclusive, in Seneca, Illinois.

Kottmeyer, William. "Improving Reading Instruction in the St. Louis Schools," Elementary School Journal, XLV (September, 1944), 33-38.

Compares the reading achievement of two groups of eighth grade pupils, one before a program of reading improvement had begun and the other after the program had been in operation one year.

Eklund, John M. "Reading Progress Through a Guidance Program," The Clearing House, XXI (September, 1946), 9-12.

Presents an analysis of a reading program to identify the factors which contributed to the progress of a 7B group during a two-year period.

Meade, Richard A. "An Eighth Grade Reading Program at Lane High School," Virginia Journal of Education, XLI (February, 1948), 254-55, 271.

Describes efforts to improve the reading ability of pupils in English classes and presents evidence of the value of the methods used.

Barry, Robert F. and Smith, Paul E. "An Experiment in Ninth-Grade Reading Improvement," Journal of Educational Psychology, XLV (November, 1954), 407-14.

Reports the results of two experiments the purposes of which were: 1. to investigate the merit of the University of Iowa Reading Films in the improvement of reading ability of ninth-grade pupils; and 2. to discover whether or not similar gains could be achieved by using a simplified method.

Scarborough, G. C.; Bruns, Richard F. and Frazier, Alexander. "Improvement of Reading Through Ability-Level Assignments," LXV (Winter, 1957), 474-80.

Summarizes the results of an experiment, including three eighth-grade sections, to determine the value of making reading assignments on the basis of levels of reading ability.

Lowry, Ellsworth. "Improving the Mechanics of Reading," Elementary School Journal, XXXII (January, 1932), pp. 364-68.

Summarizes the effect of ten weeks of time pressure drills on achievement in reading and arithmetic among pupils in grades IV-VIII inclusive.

Reading in Content Fields

Traxler, Arthur E. "Reading and Secondary-School Achievement," 1946 Achievement Testing Program in Independent Schools and Supplementary Studies, Pp. 59-63. Educational Records Bulletin No. 45. New York 19: Educational Records Bureau, June, 1946.

Presents correlations between scores on reading tests of independent school pupils and their scores in English expression, literature, mathematics, science and history.

Bond, Eva. Reading and Ninth Grade Achievement. Teachers College Contributions to Education, No. 756 (New York: Teachers College, Columbia University, 1938), Pp. x+61.

Summarizes the results of a study among three hundred ninth-grade pupils to determine "the relationship between various reading skills and scholastic achievement in various subject matter areas."

Krantz, L. L. "The Relationship of Reading Abilities and Basic Skills of the Elementary School to Success in the Interpretation of the Content Materials in the High School," Journal of Experimental Education, XXVI (December, 1947), 97-114.

Presents the results of a statistical analysis of "relationships between measured areas of seventh-grade reading abilities and study skills" and capacity of the same pupils five years later to study effectively in various secondary-school subjects.

Cooper, William Hickerson. "Interrelationships Among General and Specialized Reading Abilities and General and Specialized Vocabularies," Dissertation Abstracts, Vol. XV, No. 12, 1955.

Presents the findings and conclusions of a study, using materials in the fields of literature, social studies and science, to test the assumption that "reading ability becomes differentiated into specific abilities, requiring different skills".

Labrant, Lou L. "Reading Problems Growing Out of Differences in the Language Used in Various Curriculum Areas," Education Digest, XVIII (March, 1953), 17-18.

Condensation of article from Improving Reading in All Curriculum Areas, University of Chicago Supplementary Educational Monograph #76, (November, 1952). The problem is summarized in a quotation from a high school teacher: "I don't teach reading; I have only literature." By way of reply, the author points out that reading is not a generalized skill. She also complains of the textbook writers—of their "cuteness," their oversimplifications, their word tests. She asks (1) that all teachers teach reading, and (2) that they choose genuinely readable, interesting, well-organized textbooks.

Fay, Leo C. "The Relationship Between Specific Reading Skills and Selected Areas of Sixth Grade Achievement," *Journal of Educational Research*, XLIII (March, 1950), 541-47.

Bases conclusions on "the relationship between five specific reading skills," "three areas of sixth grade achievement," and scores on a mental test.

McCallister, James M. "Reading Difficulties in Studying Content Subjects," *Elementary School Journal*, XXXI (November, 1930), 191-201.

Classifies according to underlying causes the reading difficulties encountered by pupils in Grades VII and VIII in studying American history, mathematics, and general science.

McCallister, James M. "Guiding Pupils' Reading Activities in the Study of Content Subjects," *Elementary School Journal*, XXXI (December, 1930), 271-84.

Describes methods used in five types of guidance in reading in content subjects given to overcome specific difficulties.

McCallister, James M. "Determining the Types of Reading in Studying Content Subjects," *School Review*, XL (February, 1932), pp. 115-23.

Summarizes the results of observations and analyses the materials and techniques of teaching junior-high-school history, mathematics, and general science to determine the types of reading required.

Jacobson, Paul B. *Two Experiments with Work-Type Reading Exercises in Ninth Grade*. University of Iowa Studies in Education, Vol. VIII, No. 5 (1933), pp. 85.

Reports the results of studies to find the effect of work-type reading exercises on the reading comprehension of pupils, their achievement in general science and their general achievement in all academic subjects.

Finck, Edgar M. "Relation of Ability in Reading to Success in Other Subjects," *Elementary School Journal*, XXXVI (December, 1935), 260-67.

Presents the results of a study in Grades IV-VIII, inclusive, which show "that improvement in ability to read is accompanied by improved achievement in those subjects which involve a great deal of reading."

Bond, Elden A. *Tenth-Grade Abilities and Achievements*. Teachers College Contributions to Education, No. 813. New York: Teachers College, Columbia University, 1940. Pp. vi+68.

Reports interrelationships between 10th-grade abilities, such as intelligence, reading comprehension, reading speed, study skills, reading vocabulary, & scholastic achievements in English, history, geometry, and biology.

Artley, A. Sterl. "Critical Reading in the Content Areas," *Elementary English*, XXXVI (February, 1959), 122-30.

Reports the results of documentary research in an effort to define the "nature of critical reading", its "relation to literal reading in the content fields", "the factors that predispose the reader to do critical reading, the "basic abilities" involved, and the levels and areas in which it should be developed.

Spache, George D. "Improving Reading Skills in the Subject Matter Areas," *Significant Elements in College and Adult Reading* Improvement (edited by Oscar S. Causey), pp. 30-38. Seventh Yearbook of the National Reading Conference for Colleges and Adults. Fort Worth, Texas: Texas Christian University, 1958.

Summarizes current efforts to improve reading skills in subject-matter areas, as presented in 12 reports of recent programs and several summaries of current improvement programs.

Hinkelman, Emmet Arthur. "Relationship of Reading Ability to Elementary School Achievement," *Educational Administration and Supervision*, XLII (February, 1956), 65-7.

A longitudinal study which presents Rho-coefficients between reading marks given by teachers and marks in nine curriculum areas for 30 pupils (15 girls and 15 boys) when attending the second, fifth and seventh grades.

Lee, Maurice A. "Nature and Causes of the Difficulties of High School Pupils in Teaching and Interpreting Four Kinds of Material," *Journal of Negro Education*, XX (Fall, 1951), 499-512.

Reports the results of a study with 1012 Negro high school pupils to determine (a) nature and extent of the difficulties involved in reading in the fields of English, history, science and mathematics, and (b) extent of growth during the high school period in ability to perform required reading tasks.

Reading and Language Arts

Russell, David H. and Caroline Shrodes. "Contributions of Research in Bibliotherapy to the Language-Arts Program," I and II, *School Review*, LVIII (September and October, 1950), 335-42; 41[illegible]-420.

Presents a digest of opinion and research relating to bibliotherapy with special reference to reading and points out implications of the findings for additional research and practice.

Hildreth, Gertrude. "Interrelationships among the Language Arts," *Elementary School Journal*, XLVIII (June, 1948), 538-49.

Summarizes data from several investigations concerning the interdependence of reading and language, and discusses trends toward their unification in the curriculum and teaching.

Artley, A. Sterl. "Research Concerning Interrelationships Among the Language Arts," Elementary English, XXVII (December, 1950), 527-37.

Presents conclusions based on research concerning the interrelationships between reading, spelling, hearing comprehension, and other language areas and skills.

Townsend, Agatha. "Interrelationships Between Reading and Other Language Arts Areas," Elementary English, XXXI (February, 1954), 99-109.

Bases conclusions on the points of view and research findings presented in 80 pertinent articles and reports.

Evans, E. G. S. "An Experimental Study of Methods of Teaching English," British Journal of Educational Psychology, XXIII (June, 1953), 127-28.

Compares the progress of boys from eleven to thirteen years of age attending six "modern schools" in "written expression," "reading ability," and "general knowledge" when taught for six months by one of three methods: "project," "formal," and "oral."

Mersand, Joseph. Attitudes Toward English Teaching, Philadelphia: Chilton Company, 1961. Pp. 363.

Detailed analysis of free-response questionnaire replies from 1250 persons representing educational, business, press, legal, librarian, governmental and other attitudes toward the present status and future needs of the teaching of English. Includes some references to reading.

MacGillivray, Malcolm E. "The Diagnosis by the Aid of Tests of the Ability of High-School Students in English, School and Society, XX (October 11, 1924), 776-78.

Reports correlations between results of mental and achievement tests and accomplishments in English which are measured more or less directly.

Jordan, R. H. "A Three-fold Experiment in High-School English, English Journal, X (December, 1921), 560-69.

Describes the tests used and presents the results secured in a study of ability to interpret current events.

Hill, Howard C. "Opportunities for Correlation Between Community Life and English, I," School Review, XXX (January, 1922), 24-36.

Describes the organization, methods, and materials of a high=school course in Community Life and English. Shows the amount read in various semesters.

English Department, University High School, University of Chicago. "Differentiating Instruction in Ninth-Grade English," *School Review*, XXVII (December, 1919), 772-88.

Describes the methods and results of an experiment in differentiating instruction on the basis of the accomplishments of pupils.

Garrison, K. C., and Bivens, Curtis. "Correlations Between Various English Abilities and Intelligence," *Peabody Journal of Education*, IX (September, 1931), pp. 77-79.

Reports correlations between reading comprehension and other achievements in English for 122 senior high-school pupils.

Fee, Mary. "Functional Grammar and Its Relation to Correct English Usage," *Abstracts of Doctorial Dissertations in Education*, Pp. 3-14. Lawrence, Kansas: University of Kansas, 1941. Kansas Studies in Education, University of Kansas Publications, Vol. II, No. 6.

Presents evidence from 292 tenth-grade pupils concerning the relationships of reading skill, general mental ability, and cultural background to "(a) a knowledge of 'functional' grammatical principles, (b) the ability to recognize and correct errors in sentences, and (c) accuracy in the free writing of letters and compositions."

Strom, Ingrid M. "Does Knowledge of Grammar Improve Reading? *English Journal*, XLV (March, 1956), 129-133.

Reports the results of a study including 327 high-school sophomores in fifteen classes to determine the relationship if any, between ability to read informative and literary materuals and ability to analyze the syntax and grammar of the sentences read; also the effect upon this relationship of intelligence, socio-economic status, sex, knowledge of vocabulary and understanding of foreign languages.

Watts, Phyllis Welch. "Language Needs of Vocational Students, " California *Journal of Secondary Education*, XXV (April, 1950), 207-13.

Reports results of studies which sought to ascertain language needs, including reading, of students enrolled in vocational courses in 16 California high schools.

Bessey, Mabel A. (Chairman) "The Current Magazines and the Teaching of English." The Report of a Committee of the National Council of Teachers of English (Chicago: National Council of Teachers of English, 1935), pp. 33-5 appendixes, (Mimeographed).

Includes the report of a committee of the National Council concerning the uses made of magazines in secondary-school English.

Bessey, Mabel A. (Chairman). *Report of the Committee of Investigation on the Use of the Magazine in the High School English Class.* Washington: National Council of Teachers of English, 1934. Pp. 52.

Presents the results of a nation-wide study to determine ways in which magazines are and may be made to function in English classrooms in secondary schools.

Koch, Hazel E. "The Value of Books Recommended for High-School Students in Widening the Geographical Horizon," *School Review,* XXX (March, 1922), 193-98.

Shows the extent to which books recommended in English widen the geographical horizon of high school pupils.

Bernard, Ida; Anderson, Edna; and Rabourn, Susie McB.W. "A Reading Course in Modern Literature," *California Quarterly of Secondary Education,* III (January, 1928), 133-38.

Reports the judgments of senior high school pupils concerning the value of a wide-reading course in modern literature.

Burch, Mary Crowell. *Determination of a Content of the Course in Literature of a Suitable Difficulty for Junior and Senior High School Students.* Genetic Psychology Monographs, Volume IV, Numbers 2 and 3. Worcester, Massachusetts: Clark University Press, 1928. Pp. vii+ (169-332).

Reports the results of an elaborate study to determine the content of courses in literature of appropriate difficulty for junior and senior high school pupils.

Williams, Ralph R. "Extensive Reading versus Intensive Study of Literature," *School Review,* XXXVII (November, 1929), 666-78.

Presents the results of a study among six ninth-grade classes to determine the relative merits of extensive reading versus intensive study of literature.

Burnside, Margaret. "The Use of Precise, Comprehension, and Vocabulary Tests to Determine Comprehension of a Literary Selection," *Co-operative Studies in Secondary Education,* pp. 110-19. Bulletin of the School of Education, Vol, VI, No. 4. Bloomington, Indiana: Bureau of Co-operative Research, School of Education, Indiana University, 1930.

Describes the tests used and the results attained in efforts to determine certain factors affecting comprehension among high-school Freshmen.

Gray, William S. "Reading and Literature," *Special Methods on High School Level, Review of Educational Research,* II, No. 1 (Washington: American Educational Research Association of the National Education Assofiation, 1932), pp. 29-34.

Summarizes studies relating to reading and literature in secondary schools.

Carroll, Herbert A. "Appreciation of Literature and Abstract Intelligence," *Journal of Educational Psychology,* XXV (January, 1934), pp. 54-57.

Compares the scores made by 870 junior and senior high-school students on either the Pressey Senior Classification Test or the Terman Group Test and on the Carroll Prose Appreciation Test.

Leonard, J. Paul. "Investigations in Reading and Literature," *Psychology and Methods in the High School and College,* pp. 453-57, 520-24. *Review of Educational Research,* Vol. IV, No. 5. Washington: American Educational Research Association of the National Education Association, 1935.

Summarizes the results of scientific studies and published between January, 1931 and December, 1933, and relating to the psychology and methods of reading and literature in the high school and college.

Miller, Georgia E. "A Technique for Developing Comprehension of Literature," *English Journal,* XXIII (December, 1934), 810-18.

Describes the results of a controlled experiment among freshmen and senior high school pupils to determine the value of daily drill exercises in thoughtful reading supplementing the regular work of the course.

Wells, Ruth E. " A Study of Tastes in Humorous Literature Among Pupils of Junior and Senior High Schools," *Journal of Educational Research,* XXVIII, (October, 1934), 81-91.

Summarizes data secured from approximately 400 pupils in grades 7, 9, 11 and 12 to discover existing levels of appreciation of humorous literature.

West, Guy A., and Caldwell, Floyd. "Student and Teacher Preference in Literature," *California Quarterly of Secondary Education,* IX (October, 1933), 19-22.

Reports the results of a study among 116 high school and college students concerning the relationship between "(1) the literary preferences of English teachers and those of their students, (2) the literature preferences of students and teachers' estimates of student preferences, and (3) the teachers' literary preferences and their estimates of students' preferences.

Hovious, Carol. "Reading in a Language Program," English Journal, XXVII (December, 1938), 831-39.

Presents data concerning the effect of a planned and motivated reading program on the language usage of forty-seven ninth-grade pupils as compared with gains in language usage of sixty-nine other ninth-graders following the traditional course.

Reichart, R. R., and Laslett, H. R. "A Study of the Value of High-School Literature Courses," Journal of Educational Psychology, XXX (September, 1939), 421-39.

Summarizes information secured from 542 college freshmen relative to their reading interests and preferences in an effort to determine the effectiveness of high-school literature courses.

Norvell, George W. "Wide Individual Reading Compared with the Traditional Plan of Studying Literature," School Review, XLIX (October, 1941), 603-13.

Presents the results of a controlled experiment involving 24 classes enrolling 466 high-school pupils.

Painter, Helen W. "A Synthesis of Research on the Placement of Reading Material in Secondary-School Literature," The English Journal, XXXI (November, 1942), 642-46.

Summarizes "the findings of research on the placement of selections in English literature according to students' interest and comprehension.

Rohn, Ross W., and Briggs, Thomas H. "Intelligence and Literature," School and Society, XVIII (October 27, 1923), 508-10.

Presents the results of a study in a high school to determine the relation of intelligence to quantity and quality of reading.

Crow, Charles Sumner. Evaluation of English Literature in the High School. Teachers College Contributions to Education, No. 141. New York: Teachers College, Columbia University, 1924. Pp. vi+ 172.

Presents the results of a questionnaire study among 1,320 Seniors in twenty high schools to determine the relative merits of seventy-four classics according to five standards.

Green, Ward.H. . "Comprehension in High School Literature," English Journal, XV (December, 1926), 765-72.

Summarizes the responses of 280 Seniors in thirty-one high schools to questions relating to the "most important works of literature" read and the "most valuable lessons and facts" learned.

Irion, Theo. W.H. Comprehension Difficulties of Ninth Grade Students in the Study of Literature. Teachers College Contributions to Education, No. 189. New York: Teachers College, Columbia University, 1925. Pp. vi+116.

Presents the results of four groups of tests given to ninth-grade pupils in studies of their ability to comprehend literature.

Stroh, Mary Margaret. Literature for Grades VII, VIII, and IX. Teachers College Contributions to Education, No. 232. New York: Teachers College, Columbia University, 1926. Pp. viii+110.

Reports the results of an analytical, critical survey of current courses of study in literature for Grades VII, VIII, and IX and makes suggestions for needed revision.

Coryell, Nancy Gillmore. An Evaluation of Extensive and Intensive Teaching of Literature. Teachers College Contributions to Education, No. 275. New York: Teachers College, Columbia University, 1927. Pp. viii+202.

Describes an experiment with nine English classes to determine the effect of extensive reading and intensive study of literature on comprehension and appreciation.

Evans, M. Eleanor. "Objective Tests in Eighth Grade Literature," Elementary English Review, V (January, 1928), 13-22.

Presents a series of information tests in English literature and the scores made on them by junior high school pupils.

Ludgate, Abbie Mabel. "An Analysis of Study-Questions Found in Literature Textbooks for the Junior High School," Unpublished Master's thesis, Department of Education, University of Chicago, 1927. Pp. iii+93.

Reports the results of an analysis of the types of thinking, reading, and English expression suggested by the study directions in three sets of junior high school literature textbooks.

White, Verna. "Measuring Achievement in High-School English," School Review, LV (October, 1947), 474-83.

Describes the derivation of a test of reading and interpretation of literature and discusses its validity through the use of the case study technique applied to twelfth-grade students in four classes.

Painter, Helen Welch, and Franzen, Carl G.F. "A Synthesis of Research on the Placement of Reading Material in Secondary School Literature," Journal of Educational Research, XXXIX (December, 1945), 304-06.

Presents a summary of one hundred forty-four studies on interest and difficulty in the hope of recommending a proper grade placement of the reading selections for which data had been reported.

Harris, Chester W. "Measurement of Comprehension of Literature: II, Studies of Measures of Comprehension," *School Review*, LVI (June, 1948), 332-42.

Discusses the nature of literary comprehension, describes the construction of a test of comprehension of literature, and presents a factor-analysis study of the test materials to determine the presence or absence of subject-matter and behavior-type factors.

Durost, Walter N. "Issues in the Measurement of Literature Acquaintance
a at the Secondary-School Level," *Journal of Educational Psychology*, XLIII (January, 1952), 31-44.

Reports findings through the application of the Center-Durost Literature Acquaintance Test to from 500 to 700 pupils in each grade from I X to XII, including pupils from four states, to determine the extent of acquaintance with 120 "literature classics and neo-classics taken from the recommended reading list of the National Council of Teachers of English."

Ruhlen, Helen V. "Experiment in Testing Appreciation," *English Journal*, XV (March, 1926), 202-9.

Reports the results of an experiment with two sections of pupils in Grade XI B to determine the value of each of three appeals in promoting appreciation of "L'Allegro."

Burton, Dwight L. "The Relationship of Literary Appreciation to Certain Measurable Factors," *Journal of Educational Psychology*, XLIII (November, 1952), 436-39.

Analyzes the results of verbal and non-verbal intelligence tests, silent reading ability and studies of socio-economic status in the case of 190 twelfth-grade students to determine relationships, if any, with literary appreciation, as measured by the Carroll Prose Appreciation Test.

Mendenhall, James E., and Mendenhall, Marcia E. *The Influence of Familiarity Upon Children's Preference for Pictures and Poems* Lincoln School Research Studios (New York: Lincoln School of Teachers College, Columbia University, 1933), x+74 pp.

Describes the methods used and the results obtained in a controlled experiment with seventh and ninth-grade pupils to determine the influence of repeated exposures on children's preferences of pictures and poems.

Kangley, Lucy. *Poetry Preferences in the Junior High School*. Teachers College Contributions to Education, No. 758 (New York: Teachers College, Columbia University, 1938), Pp. xi+153.

Presents findings concerning poetry preferences of 10 classes of eighth-grade children, with special reference to effect of varying ability levels, as shown by reading comprehension scores, on types of poetry preferred.

Beverley, Clara. "Poetry Appreciation," Detroit Journal of Education (October, 1922), 67-72.

Describes two forms of a test in poetry appreciation given in grades V to VIII inclusive, and presents results.

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Reports the results of studies of the correlation of spelling ability and meaning vocabulary with class marks in five high-school subjects.

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Reports and interprets 100 investigations dealing with vocabulary problems arising in connection with secondary school textbooks on science.

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Shores, J. Harlan. "Reading of Science for Two Separate Purposes as Perceived by Sixth Grade Students and Able Adult Readers," Elementary English, XXXVII (November, 1960), 461-8.

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Maney, Ethel S. "Literql and Critical Reading in Science," Journal of Experimental Education, XXVII (September, 1958), 57-64.

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Lockwood, J. Bryce. "Research on Problems in Reading Science," School Science and Mathematics, LIX (October, 1959), 551-56.

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Swenson, Esther J. "A Study of the Relationships Among Various Types of Reading Scores on General and Science Materials," *Journal of Educational Research*, XXXVI (October, 1942), 81-90.

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Curtis, Francis D. "The Mathematical Vocabulary Used in Secondary-School Textbooks of Science, " *Journal of Educational Research*, XXXVII (October, 1944), 124-31.

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Mallinson, George Greisen; Sturm, Harold E; and Mallinson, Lois Marion. "Reading Difficulty of Textbooks for High-School Chemistry," *Chemical Education*, XXIX (December, 1952), 629-31.

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Campsen, Herman M., Jr., and Kronick, Jacob E. "The Relation of Failure in Chemistry to Reading," *High Points in the Work of the High Schools of the City of New York*, XVI (December, 1934), 12-16.

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Identifies the scientific terms of most importance in the judgment of 13 authors of textbooks and 46 professors of physics, and which merit inclusion in glossaries of textbooks of high school physics.

Reading and Social Studies

Jenkinson, Marion D. and Lampard, Dorothy M. "Problem Solving and Achievement," *The Alberta Journal of Educational Research*, V (September, 1959), 166-72.

Compares the scores on reading and social studies tests given to three experimental and three control groups in each of three grades (IV, V and VI) before and after a period of training in problem solving to determine the influence of such training on improvement in these subjects.

Stephenson, Orlando W. " The Special Vocabulary of Civics," *Journal of Educational Research*, XVIII (November, 1928), 297-304.

Reports the approximate frequency of words of special significance in civics in ten textbooks in that field.

Cramer, John Francis. "Relative Difficulty of Junior High School Social Studies Texts," *Journal of Educational Research*, XXVI (February, 1933), pp. 425-28.

Compares the actual grade placement of eight texts in the social sciences with the grade for which they are adapted as determined through the use of the Vogel-Washburne technique.

Simon, Donald L. "Developing Desirable Reading Habits in Studying Citizenship," *School Review*, XLII (June, 1934), pp. 447-58.

Presents an analysis of the reading difficulties encountered in the study of the social sciences and reports the results of a controlled experiment to improve the reading habits of ninth- and tenth-grade pupils.

Leggitt, Dorothy. "Measuring Progress in Working Skills in Ninth-Grade Civics," School Review, XLII (November, 1934), 676-87.

Presents the results of a controlled experiment to measure the progress of ninth-grade pupils "in the use of certain working skills in the study of social-science material when practice in the use of these skills was provided."

Lammers, Claude C. "Sources of Pupils' Information on Current Affairs," School Review, XLVI (January, 1938), 32-36.

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Sayre, Harrison M. "Teaching Reading in the Current Events Class," Journal of Educational Research, XXXIII (April, 1940), 561-68.

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Presents data and correlations which show that ability to interpret data and ability to read the social sciences are somewhat related but also differentiated functions at the junior high school level.

Young, William E. "Recent Research on Reading in the Social Studies," Education, LXII (September, 1941), 18-26.

Summarizes a series of studies which support the assumption that improvement of instruction in the social studies involves improvement of reading ability.

Bolton, Floyd B. "A Study of Vocabulary Growth in the Social Studies," Social Education, VII (January, 1943), 17-18.

Reports the scores made on the East Chicago Social Science Vocabulary Tests in Grades VII to XII inclusive and the changes during a year in various social studies courses.

Brown, D. D. "The Teaching of Current Events in Nebraska High Schools," School Review, L (September, 1942), 523-28.

Summarizes the results of a questionnaire study among 236 high schools in Nebraska to determine the extent, objectives, materials and methods of teaching current events.

Herriott, M. E. "The Content of Seventh- and Eighth-Grade Readers," English Journal, XII (April, 1923), 234-40.

Presents the results of an analysis of five seventh-grade readers and five eighth-grade readers to determine their social-science content.

Good, Carter V. "An Experimental Study of the Merits of Extensive and Intensive Reading in the Social Sciences." Unpublished Doctor's thesis, Department of Education, University of Chicago, 1925. Briefer reports of the study appear in School Review, XXXIII (December, 1925), 755-70, and in School and Society, XXII (December 12, 1925), 758-60.

Presents the methods and results of an elaborate study among high-school and college students to determine the merits of several reading and study procedures.

Mathews, C. O. The Grade Placement of Curriculum Materials in the Social Studies. Teachers College Contributions to Education, No. 241. New York: Teachers College, Columbia University, 1926. Pp. vi+152.

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Artley, A Sterl. "General and Specific Factors in Reading Comprehension," Journal of Experimental Education, XVI (March, 1948), 181-6.

Bases conclusions on data from 200 eleventh-grade pupils secured through a series of tests appraising achievement in "general reading comprehension," certain aspects of "reading comprehension in the social studies," and "informational achievement" in that field.

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Presents the results of a controlled experiment to determine the effects of one term of reading instruction in a social studies class on social studies knowledge, reading ability, and study skills.

Hislop, George R. "A Study of Division Two Social Studies Reading Skills," Alberta Journal of Educational Research, VII (March, 1961), 28-38.

Comparative study of 28 high versus 28 low achievers in experimental and control groups to examine effects of a four-month program in problem-solving techniques in social studies reading in grades four, five, and six.

Socher, E. Elona. "Literal and Critical Reading in Social Studies," *Journal of Experimental Education*, XXVII (September, 1958), 49-56.

Reports correlations of scores of fifth-grade pupils on the Pinter General Ability Test, Form B, The Gates Reading Survey, Form 1, Level of Comprehension, and the experimental edition of The Intermediate Reading Test: Social Studies.

Gray, William S. "Advantages of Co-ordinating Reading Research in the Social Sciences," *Improving Educational Research*, Pp. 14-19. Official Report, American Educational Research Association, 1948.

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Brownell, John Arnold. "The Influence of Training in Reading in the Social Studies on the Ability to Think Critically," *California Journal of Educational Research*, IV (January, 1953), 28-31.

Summarizes the results of an experiment conducted in two ninth-grade classes to determine the influence of two hours of training in reading for twenty-eight weeks on ability to think critically, as measured by the Watson-Glaser Critical Thinking Appraisal.

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Toops, Myrtle Dewey. "The Core Program Does Improve Reading Proficiency," *Educational Administration and Supervision*, XL (December, 1954), 494-503.

Summarizes the results of related research and presents an analysis of the progress in vocabulary and comprehension made by two matched groups of 30 pupils each of whom followed, for two years, starting at the beginning of the sixth grade, a core curriculum with instruction organized in terms of "vital problems."

Kerr, Marie. "Do We Teach Reading in the Core Curriculum?" Bulletin of the National Association of Secondary School Principals, XLII (February, 1958), 98-101.

Yes, we do, says the author. However, her article is devoted to practical suggestions on how to promote reading improvement in core subjects. No evidence is given to indicate how widely these techniques are practiced.

Readability

Gray, William S. "Progress in the Study of Readability," Elementary School Journal, XLVII (May, 1947), 491-99.

Presents a critical summary of the results of 17 studies of readability, presenting conclusions concerning the current status of research in that field.

Dale, Edgar. (Editor) Readability. A Publication of the Conference on Research in English. Chicago: National Council of Teachers of English, 1949. Pp. 44.

Includes a series of articles published previously in the May, 1949, issue of the Elementary School Journal which summarize relevant scientific studies relating to readability.

Betts, Emmott Albert. "Readability: Its Application to the Elementary School," Journal of Educational Research, XLII (February, 1949), 438-59.

Answers four questions through a critical review of 142 articles and reports relating to readability with emphasis on significant findings and possible uses at elementary school level.

Lorge, Irving. "Readability Formulae: An Evaluation," Elementary English, XXVI (February, 1949), 86-95.

Points out significant features of various readability formulae, and maintains that "they are a useful adjunct in the objective evaluation of written and spoken materials."

Powers, Richard D. and Kearl, Bryant E. "Further Directions for Readability Research," Journalism Quarterly, XXXV (Fall, 1958), 427-32.

Presents "the authors' opinions as to some of the needed areas of further research in readability, as mapped out during a University of Wisconsin Ph.D. project."

Chall, Jeanne S. "This Business of Readability," *Educational Research Bulletin*, Ohio State University, XXVI (January 15, 1947), 1-13.

Traces the development of research relating to the readability of books from the first investigations in the early twenties to 1947, discusses the findings critically, and identifies next problems in the further study of readability.

Chall, Jeanne S. "This Business of Readability: A Second Look," *Educational Research Bulletin*, XXXV (April, 1952), 89-99, 111-12.

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Chall, Jeanne S. *Readability: An Appraisal of Research and Application.* Ohio State University Studies, Bureau of Educational Research Monographs, Number 34. Columbus, Ohio: Ohio State University, 1958.

Reviews critically the significant research in the measurement of readability and its applications; considers at length the reliability and validity of readability techniques; includes an extensive classified bibliography.

Brinton, James E. and Danielson, Wayne A. "A Factor Analysis of Language Elements Affecting Readability," *Journalism Quarterly*, XXXV (Fall, 1958), 420-26.

Presents the results of a factor analysis of 20 language elements to identify underlying relationships that might suggest "theoretical bases of readability."

Bloomer, Richard H. "Level of Abstraction as a Function of Modifier Load," *Journal of Educational Research*, LII (March, 1959), 269-72.

Analyzes samples from each of 23 books, grades I-VI, to test the hypothesis "that reading difficulty is related to the modifier load, the length of modifiers, and the discriminability of the modifiers in a reading passage."

Dale, Edgar, and Chall, Jeanne S. "A Formula for Predicting Readability," *Educational Research Bulletin*, XXVII (January 21, 1948), 11-20; 28, and (February 18, 1948), 37-54.

Emphasizes the importance of knowing the difficulty of reading material, reviews recent formulae for predicting readability, describes the assumptions underlying and the methods used in developing a new formula for testing the grade level-difficulty of reading materials, and gives directions for using it.

Forbes, Fritz W., and Cottle, William C. "A New Method for Determining Readability of Standardized Tests," *Journal of Applied Psychology*, XXXVII (June, 1953), 185-90.

Compares the grade placement of 27 standardized tests according to each of five readability formulas, the average of the five formulas, and the application of the new Forbes Formula to items in and instructions for these tests.

Klare, George R. "Measures of the Readability of Written Communication: An Evaluation," *Journal of Educational Psychology*, XLIII (November, 1952), 385-99.

Presents the results of an evaluative study of three readability formulas -- the Gray-Leary, Dale-Chall and the Flesch -- as applied to 52 books.

Taylor, Wilson L. "'Cloze Procedure': A New Tool for Measuring Readability," *Journalism Quarterly*, XXX (Fall, 1953), 415-33.

Summarizes the results secured through the use of the "Cloze Procedure in determining the readability of selected passages; compares the results with predictions made through the use of the Flesch and the Dale-Chall formulas.

Smith, Edgar A. "Devereux Readability Index," *Journal of Educational* Research, LIV (April, 1961), 298-303.

Description of the development, validation, and computation of the Devereaux Readibility Index.

Flesch, Rudolf. "A New Readability Yardstick," *Journal of Applied Psychology*, XXXII (June, 1948), 221-33.

Points out limitations in the 1943 readability formula developed by the author and presents a new formula based on the following elements: average sentence length in words; average word length in syllables; average percentage of personal words; and average percentage of personal sentences.

Powers, Richard D. and Ross, J. E. "New Diagrams for Calculating Readability Scores Rapidly," *Journalism Quarterly* XXXVI (Spring, 1959), 177-82.

Presents calculating diagrams based on recently "recalculated readability formulas originated by Flesch, Dale and Chall, Gunning, and Farr, Jenkins and Paterson".

Chall, Jeanne S. "A Survey of Users of the Dale-Chall Formula," *Educational Research Bulletin*, XXXV (November, 1956), 197-212.

Summarizes the responses to the following questions sent to 240 persons who had ordered a pamphlet relating to the Dale-Chall Formula: who sent for it; by whom and how was it sued; were other formulas used also; if so, which formulas; reactions to the Dale-Chall formula.

Klare, George. "A Table for Rapid Determination of Dale-Chall Readability Scores," *Educational Research Bulletin*, XXXI (February, 1952), 43-7.

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Stone, Clarence R. "Measuring Difficulty of Primary Reading Material: A Constructive Criticism of Spache's Measure," *Elementary School Journal*, LVII (October, 1956), 36-41.

Points out limitations in the use of the Dale list of 769 words in measuring the reading difficulty of primary reading materials and presents a revised list of 769 words which includes substitutions for 173 words of the Dale list.

Hayes, Patricia M.; Jenkins, James J. and Walker, Bradley J. "Reliability of the Flesch Readability Formulas," *Journal of Applied Psychology*, XXXIV (February, 1950), 22-26.

Presents the results of an "examination of analyst-to-analyst reliability" of the Flesch readability formulas to determine the extent to which they are adequately objective.

Flesch, Rudolf. *Marks of Readable Style*. Teachers College Contributions to Education, No. 897. New York: Teachers College, Columbia University, 1943. Pp. 70.

Reviews related experiments, describes an improved formula for measuring the readability of adult reading matter, presents results of its use with magazines, and discusses possible applications.

Lorge, Irving. "The Lorge and Flesch Readability Formulae: A Correction," *School and Society*, LXVII (February 21, 1948), 141-42.

Presents corrected intercorrelations among all related variables in the Lorge formula and regression weights and multiple correlation coefficients for certain combinations of variable for the prediction of readability based on the corrected intercorrelations.

Farr, James W.; Jenkins, James J.: and Paterson, Donald G. "Simplification of Flesch Reading Ease Formula," *Journal of Applied Psychology*, XXXV (October, 1951), 333-37.

Presents evidence supporting and describes the procedures adopted in simplifying the Flesch Reading Ease Formula and reports the correlation between the results attained by the original formula and the revised procedure.

Farr, James N.; Jenkins, James J.; Paterson, Donald G., and England, George W. "Reply to Klare and Flesch re 'Simplification of Flesch Reading Ease Formula,'" *Journal of Applied Psychology*, XXXVI (February, 1952), 53-57.

Presents evidence showing that the proposed simplification of the Flesch Reading Formula is not only less time-consuming than the original formula but is no less reliable.

Flesch, Rudolph. "Reply to 'Simplification of Flesch Reading Ease Formula,'" *Journal of Applied Psychology*, XXXVI (February, 1952), 54-55.

Gives quantitative evidence why the plan of simplification proposed by Farr, Jenkins, and Paterson *Journal of Applied Psychology*, XXXV, (October, 1951, 333-37), is not acceptable.

Dunnette, Marvin D., and Maloney, Paul W. "Factorial Analysis of the Original and the Simplified Flesch Reading Ease Formulas," *Journal of Applied Psychology*, XXXVII (April, 1953), 107-110.

Compares the amount of time and the accuracy of applying the original method of counting syllables and the simplified procedure, proposed by Farr, Jenkins and Paterson, in using the Flesch readability formula.

England, George W.; Thomas, Margaret, and Paterson, Donald G. "Reliability of the Original and the Simplified Flesch Reading Formulas," *Journal of Applied Psychology*, XXXVII (April, 1953), 111-13.

Bases conclusion on the performances of 13 pairs of relatively inexperienced analysts using samples drawn from house organs and a single more experienced analyst using samples drawn from books.

Wyatt, Nita M. and Ridgway, Robert W., "A Study of the Readability of Selected Social Studies Materials," *University of Kansas Bulletin of Education,* XII (May, 1958), 100-105.

Compares the reading difficulty of nine Kansas state-adopted textbooks for elementary social studies, as determined through the use of the Dale-Chall readability formula, reports the range in reading ability of the pupils in a fifth-grade class and the reading difficulty of the average and hardest sample of 77 supplementary texts relating to a unit on the North Central states.

Johnson, Ralph H. and Guy L. Bond. "Reading Ease of Commonly Used Tests," *Journal of Applied Psychology,* LXXVI (October, 1950), 319-24.

Compares the reading levels of adults with I.Q.'s below 100 and the grade and reading ease level of certain intelligence tests through the use of the Flesch Formula of Readability and draws significant conclusions.

Kessler, Edward. "The Readability of Selected Contemporary Books for Leisure Reading in High School Biology," *Science Education,* XXV (October, 1941), 260-64.

Reports the results of a study of 35 books to determine their difficulty on the basis of "average sentence-length in words" and "number of different hard words."

Stefflre, Buford. "The Reading Difficulty of Interest Inventories," *Occupations,* XXVI (November, 1947), 95-6.

Presents data on the reading grade placement of six interest inventories used for counseling, as determined through the use of the Lewerenz Formula for Vocabulary Grade Placement.

Wood, Leroy N. "Readability of Certain Textbooks," *Elementary English,* XXXI (April, 1954), 214-16.

Compares the readability of twelve typical classroom texts as determined through the use of the Yoakam and the Dale-Chall formulas and as judged by the teachers using them; considers the relation between the number of years of teaching experience and judgments regarding textbooks.

Witherington, H. Carl. "Readability of Textbooks in Educational Psychology," *Journal of Educational Psychology,* XLVI (November, 1952), 227-230.

Compares eight textbooks in educational psychology published from 1948 to 1950 in respect to average length of sentence, per cent of unfamiliar words, and raw scores secured by applying the Dale-Chall formula for predicting readability.

Trenchard, Kendal I., and Crissey, W. J. E. "Readability of Advertising and Editorial Copy in Time and Newsweek," Journal of Applied Psychology, XXXVI (June,1952), 161-63.

Reports findings through the application of the Flesch Formula for Reading Ease and Human Interest to issues of Newsweek and Time for two five-year periods (1936-40 and 1945-1949).

Russell, David H., and Fea, Henry R. " Validity of Six Readability Formulas as Measures of Juvenile Fiction," Elementary School Journal, LII (November, 1951), 136-144.

Bases conclusions upon comparisons of the grade placement of twelve juvenile books, as reported in Children's Catalog by H. W. Wilson and Co., (1946), and as determined by 60 children's librarians and by each of six readability formulas.

Michaelis, John U. and Tyler, Fred T. "A Comparison of Reading Ability and Readability," Journal of Educational Psychology, XLII (December, 1951), 491-98.

Compares the readability of United Nations publications, according to each of three formulas, with the reading ability of 78 grade XII students, as determined by the Iowa Reading Test, and the accuracy with which these students answered questions based on the United Nations materials.

Russell, David H. and Anne F. Merrill. "Children's Librarians Rate the Difficulty of Well-known Juvenile Books," Elementary English, XXXVIII (May, 1951), 263-68.

Reports the grade placement of 60 juvenile books by 63 children's librarians and compares the grade placement of 12 juvenile books as determined by six readability formulas and as judged by approximately 60 children's librarians.

Tinker, Miles A., and Paterson, Donald G. "Differences Among Newspaper Body Types in Readability," Journalism Quarterly, XX (June, 1943), (Reprint).

Reports the results of the application of the speed of reading technique with nine groups of 100 subjects (high school seniors) in a study of the relative readability of nine type faces.

Jones, Harold. "Readability and the Results of Applying a Readability Formula to Health Textbooks," A Report of the Tenth Annual Conference on Reading, University of Pittsburgh, July 12-July 23, 1954, pp. 56-66. Pittsburgh, Pennsylvania: University of Pittsburgh Press.

Critically evaluates the readability of 32 books of leading series of health textbooks of recent publication, as determined through the use of the Yoakam Readability Formula and the per cent of words of each Thorndike serial number in each book.

Craig, James C. "The Readability of Children's Literature," *A Report of the Tenth Annual Conference on Reading*, University of Pittsburgh, July 12-July 23, 1954, Pp. 113-24. Pittsburgh, Pennsyvania: University of Pittsburgh Press.

Compares the readability of 306 best selling books, published between 1662-1945, also that of children's books, as measured by the Yoakum Readability Formula.

Bentley, Ralph, and Galloway, R. "A Comparison of the Readability of Vocational Agricultural Reference Books with the Reading Ability of the Students Using Them," *Journal of Experimental Education*, XXIX (June, 1961), 373-83.

Comparisons of the readability of the ten most frequently used vocational agriculture reference books in 24 Indiana high schools of moderate and small size, and the reading ability of students using these in grades nine through twelve.

Diener, Thomas F., and Kaczkowski, H. R. "Readability of Occupational Information," *Vocational Guidance Quarterly*," IX (Winter, 1960-61), 87-9.

Appraisal of three different types of occupational literature by the Yoakam readability formula.

Major, Alexander G., and Collette, A. T. "The Readability of College General Biology Textbooks," *Science Education*, XLV (April, 1961), 216-24.

Analysis of vocabulary load, comprehension level, and readability of the ten most used college biology textbooks in 1953-54, according to the Flesch reading ease formula.

Pace, Zietta S. "Flesch Formulas Applied to Current Readings," *Psychological Record*, XI (April, 1961).

Analysis of reading difficulty and human interest factors, according to Flesch readability formulas, in samples from five current books of readings in psychology.

Faison, Edmund W. J. "Readability of Children's Textbooks," *Journal of Educational Psychology*, XLII (January, 1951), 43-51.

Compares the readability of the texts used concurrently in different subjects in the fifth, sixth, seventh and eighth grades of two school systems, one using no assigned books for each grade and the other using standard texts in every grade.

Figurel, J. Allen. "Relative Difficulty of Reading Material for Ninth Grade Literature," Pittsburgh Schools, XVI (January-February, 1942), 125-38.

Compares the difficulty level of seven high school classics, as determined through the use of the Yoakam vocabulary scale, with the choices of 168 ningh-grade pupils.

Lorge, Irving and Kruglov, Lorraine. "The Relationship between the Readability of Pupils' Compositions and Their Measured Intelligence," Journal of Educational Research, XLIII (February, 1950), 467-74.

Presents data from a group of 8th and 9th grade pupils secured to test the hypothesis that the level of readability of a written composition "is indicative of the general intellectual ability of the writer."

Reading Materials

Hanlon, Helen. "What Does Research Reveal About Materials for Teaching Reading?" English Journal, XLVII (May, 1958), 282-88.

Reviews the various types of instructional materials now available for use in secondary schools, including reading skill building materials, simplified books for retarded readers, periodicals specially designed for school use, and mechanical helps.

Blum, Eleanor. "Paperback Book Publishing: A Survey of Content," Journalism Quaterly, XXXVII (Spring, 1960), 206-10.

Reports the results of a detailed study of the content of 4,868 original works and reprinted titles which were in print in 1955.

Goldhor, Herbert. "Are the Best Books the Most Read?" The Library Quarterly, XXIX (October, 1959), 251-55.

Compares the circulation and value category of books in a sample of hard-cover books during three different periods since 1900.

Reeve, Olive R. "The Vocabulary of Seven Primary Reading Series," Elementary English, XXXV (April, 1958), 237-39.

Summarizes the results of a count of the vocabulary of the basic pre-primers, primers and first readers of seven reading series.

Blair, Glenn M. "Reading Materials for Pupils with Reading Disabilities," High School Journal, XXXIX (October, 1955), 14-21.

The author lists a variety of materials adaptable for promoting reading growth among retarded high school readers. These include the E. W. Dolch list of books for older children with limited abilities, a list of simplified classics, a list of text and work books to develop such skills as vocabulary building, reading for details, reading for central idea, skimming, outlining, etc. Also included are suggested periodicals and a 19-item bibliography of sources for additional materials.

Anonymous. "Reference Materials vs. the Textbook," Denver Public Schools Bulletin, III (October, 1929), 7-8.

Compares the median scores on seven tests made by groups of high-school pupils who had used reference materials only and groups who had used textbooks only.

Blaire, Glenn Myers. "The One Hundred Books Most Enjoyed by Retarded Readers in Senior High Schools," English Journal, XXX (January, 1941), 42-47.

Summarizes reports from 379 schools relative to the books most enjoyed by retarded readers and the textbooks referred to most frequently.

Chamberlain, Essie, and Carter, Bertha. Annotated Home Reading List of the Illinois Association of Teachers of English. Illinois Association of Teachers of English (H. G. Paul, University of Illinois, secretary), 1924. Pp. 38.

Reports a list of books for high-school pupils approved by librarians and teachers "which have been read and enjoyed by many young people."

Uhl, Willis L. "The Derivation of Standards for Judging Reading Material," Educational Review, LXVI (October, 1923), 147-51.

Outlines the procedure in measuring the quality of reading material used in elementary schools and high schools.

McCall, William A., and Crabbs, Lelah Mae. "Standard Test Lessons in Reading," Teachers College Record, XXVII (November, 1925), 183-91.

Describes the purposes of a series of standard test lessons in reading for Grades II-VIII, inclusive. Presents age and grade norms.

Bloch, Herbert A. "An Analysis of National Publication Trends and Publishers' Best Sellers as An Index of Cultural Transition," Journal of Educational Sociology, XXII (December, 1948), 287-303.

Attempts to "determine the nature and direction of certain intellectual changes in our history, from 1920-1940, as measured by quantities and types of new books published during that period.

Hillis, Ruth. "Characteristics of Good Instructional Materials," The Preparation and Evaluation of Instructional Materials on Community Agencies, Bulletin of the Bureau of School Service, XXI. Lexington, Kentucky: College of Education, University of Kentucky, 1948. Pp. 31-39.

Reviews scientific studies and expert opinion to determine desirable characteristics of instructional materials for use in secondary schools.

Spache, George D. Good Reading for Poor Readers. Champaign, Ill.: The Garrard Press, 1958.

Presents an extended list of books for poor readers, classified under such headings as adventure, with indexes of reading levels and interest levels. Prefaces this list with summaries of research relating to choosing books for children, the right type of book, biblio-therapy and methods of estimating reading ability.

Otto, Henry J. and Flournoy, Frances. "Printed Materials," Instructional Materials, Chapter I, Review of Educational Research, XXVI (April, 1956), 115-124.

Summarizes the results of 81 studies relating to various aspects of printed materials under such headings as textbook content, interest factors, international understanding, textbook presentation and format, physical characteristics such as typography and readability, etc.

Link, Henry C., and Hopf, Harry. People and Books: A Study of Reading and Book-Buying Habits. New York: Book Industry Committee, Book Manufacturers" Institute, 1946. Pp. 166.

Summarizes the results of a survey of 4,000 young people and adults made by 235 interviewers "to determine the motives and reactions of people who frequently, infrequently, seldom or never read books" and to determine probably changes in book-buying habits in the future.

Mallon, Wilfred M., "High-School Periodicals," School Review, LIII (December, 1945), 601-09.

Summarizes data from 219 high schools relative to enrollment, annual periodical budget, and number and names of magazines taken and bount.

Young, Frances A. "What People May Read," *Educational and Administration Supervision,* XXXVIII (May, 1952), 272-82.

Presents in graphical form the number of new titles published yearly from 1880 to 1949; indicates by five-year periods the percent of the total number of titles that belong to each of 19 categories of the International Classification system.

Edgerton, Ronald B. "How Difficult are Children's Encyclopedias? A Second Report," *Elementary School Journal*, LV (December, 1954), 219-25.

Bases conclusions upon the grade placement of 100 articles in each of three encyclopedias for children according to number of uncommon words and sentence length.

Ginglinger, Genevieve. " Basic Values in 'reader's Digest,' 'Selection' and 'Constellation'," *Journalism Quarterly*, XXXII (Winter, 1955), 56-61.

Presents the results of a content analysis of five articles in each of three digest-type magazines for a six-month period, using a catalogue of values devised by Ralph K. White as the basis of the analysis.

Woellner, R. C., and Lyman, R. L. "Evaluating Books on Vocational Guidance," *School Review*, XXXVIII (March, 1930), 191-99.

Reports the methods used and the results secured in a study of one hundred books commonly listed as aids to vocational guidance in secondary schools.

Kibbe, Delia E., in collaboration with Wisconsin Supervising Teachers. "Duplicate Materials in Elementary Readers," *Elementary English Review*, IV (February, 1927), 35-41.

Presents list of titles showing the extent of duplication in fourteen series of readers for grades III-VIII.

Williams, Gertrude. "Provisions for Critical Reading in Basic Readers," *Elementary English*, XXXVI (May, 1959), 323-30.

Presents the results of an analysis of the provision for promoting growth in critical reading in the various readers of ten series for readers from the preprimers to the sixth grade, inclusive.

Estensen, E. V. "McGuffey—A Statistical Analysis," *Journal of Educational Research*, XXXIX (February, 1946), 445-57.

Compares the percentage of space in the McGuffey readers and various sets of readers copyrighted during the 1930's, relating to five types of content; economic, nationalism, militarism, international, religious.

Dolch, E. W. "How Hard Were the McGuffey Readers?" Elementary School Journal, XLVI (October, 1945), 97-100.

Compares primers and first, second and third readers of the McGuffey series and modern series in respect to number of running words, number of new words and placement in thousands on Thorndike list of 20,000 words.

Anderson, Paul S. "McGuffey vs. the Moderns in Character Training," Phi Delta Kappan, XXXVIII (November, 1956), 53-58.

Reports the judgments of ten individuals who appraised portions of the McGuffey Readers and of two recently published fifth-grade readers for their value in character training in the light of criteria relating to ten value areas.

Newspapers and Reading

Schramm, Wilbur and Ludwig, Merritt. "The Weekly Newspaper and Its Readers," Journalism Quarterly, XXVIII (Summer, 1951), 301-14.

Presents specific findings and generalizations based upon the results of twenty-four surveys of weekly newspaper readings, with emphasis upon the time spent in reading, the amount of reading, the influence of dailies, magazines, radio, motion pictures and books on weekly newspaper reading, the nature of the material read, and sex differences in reading.

Nixon, Raymond B. "Changes in Reader Attitudes toward Daily Newspapers," Journalism Quarterly, XXXI (Fall, 1954), 421-33.

Reports responses obtained from a questionnaire sent to managers of State Press Associations inquiring about trends since 1945 at the "grass roots" level, in the "climate of opinion" regarding newspapers; includes also data from newspaper reader attitude studies made in Louisville, Des Moines, Minneapolis, and Atlanta.

Conant, J. M. and Davis, A. Y. "A Measurement of the Number and Diversity of Periodicals in 92 American Cities," Sociometry, XI (February-May, 1948), 117-20.

Presents the results of statistical studies to determine whether the number of periodicals published in a city vary with its size and whether the diversity in type vary with the square root of its size.

Nelson, K. Irene Bowman. "Newspaper Reading of High School Pupils," Library Journal, LII (November 1, 1927), 1028-29.

Presents a summary of data collected in the library of the University High School of the University of Iowa concerning the parts of newspapers read by pupils.

Ross, Cecil L. "Interests of Adults and High School Pupils in Newspaper Reading," *School and Society*, XXVII (February 18, 1928), 212-14.

Reports the results of observations of the reading interests of 1,837 subway passengers and the answers to questionnaires of 209 social-science pupils in Grades X and XII.

Bennett, Earl E. "What High-School Pupils Read in School Papers," *School Review*, XL (December, 1932), pp. 772-80.

Summarizes the results of a survey among eighteen high schools in western Pennsylvania to determine the types of material pupils read in their high school papers.

Tyre, Amy May. "Junior High School Pupils and the Newspaper Vocabulary," *Educational Research Record*, University of Nebraska Publication, Vol. IV, No. 4 (April, 1932), PP. 118-21; 124-25.

Reports the results of a study to determine if the vocabulary used in two daily newspapers was within the grasp of junior high school pupils.

Morsand, Joseph. "Why Boys Read Newspapers," *English Journal*, XXVI (March, 1937), 195-99.

Summarizes data submitted by 180 high school boys concerning the newspapers or newspaper read, their preferences of newspapers, and the amount of time spent daily in reading newspapers.

Grumette, Jesse. "An Investigation into the Newspaper Reading Tastes and Habits of High School Students," *High Points*, XIX (December, 1937), 5-10.

Compares high school freshmen and seniors in respect to amount and type of newspaper reading done.

Harvey, C. C., and Denton, Cecil F. "Use of Newspapers in Secondary Schools," *School Review*, XLVI (March, 1938), 196-201.

Presents findings of a study made in forty-four senior high schools to determine "what use the schools are making of the newspaper in the classroom work" and "what effort is being made by the schools to train pupils to become intelligent users of newspapers."

Punke, Harold H. "The Home and Adolescent Reading Interests," *School Review*, XLV (October, 1937), 612-20.

Reports the kinds of material read by high-school pupils of Georgia and Illinois in newspapers and current periodicals.

Levi, Isabelle J. "Are High School Students Becoming More News-Conscious?" *Educational Forum*, III (March, 1939), 329-33.

Presents findings regarding the newspaper reading habits, particulary the current topics read, of almost 1400 students in grades 7 to 12, and of their families.

Brink, William G. "High-school Pupils' Interests in Magazines and Newspapers," *School Review*, XLVIII (January, 1940), 40-48.

Summarizes information secured from 1532 high-school pupils in Chicago concerning their interests in magazines and newspapers; points out certain implications of the findings.

Fendrick, Paul. "Newspaper Reading Interests of High School and College Students," *Journal of Educational Research*, XXXIV (March, 1941), 522-30.

Summarizes information from high school and college students relative to their likes and dislikes with respect to 35 categories of newspaper topics, those relating to news which they considered most important, and the frequency of their daily newspaper reading.

Bannerman, Jessie Shepard. "A Survey of Newspapers in Connection with the Reading Interests of Adolescents." Unpublished Master's thesis, Department of Education, University of Chicago, 1927. Pp. v+86.

Presents the results of a study of the interests of 3,029 pupils in Grades VI-XII, inclusive, with respect to newspapers, magazines, and books and of the effect of various newspaper topics on readers.

Gregory, Margaret and W. J. McLaughlin. "Teaching the Newspaper in Junior High Schools," *English Journal*, XL (January, 1951), 23-28.

Presents evidence that junior high school pupils can be "taught to read the newspaper intelligently" and describes methods used in developing efficient newspaper readers.

Wall, W. D. "The Newspaper Reading of Adolescents and Adults, Part I," *British Journal of Educational Psychology*, XVIII (February, 1948), 26-40.

Presents results of a questionnaire study of the newspaper reading of 1,284 adolescents and adults during World War II.

Wall, W. D. "The Newspaper Reading Interest of Adolescents and Adults, Part II," *British Journal of Educational Psychology*, XVIII (June, 1948), 87-104.

Summarizes questionnaire returns from 1324 youth and adults concerning their interest in such features of newspapers as gossip and domestic news, leading articles, political feature articles, comic strip cartoons, sports news, advertisements, etc.

Davis, Norris G., and Watkins, S. "Teen-Agers' Image of the Press," Editor and Publisher, XCIII (July 30, 1960), 14.

Newspaper reading survey of the image of newspapers and newspapermen held by 4493 Texas teenagers.

Davis, Norris G., and Watkins, S. "Teen-Age Newspaper Reading," Editor and Publisher, XCIII (July 23, 1960), 13,54.

Newspaper reading survey of the newspaper reading habits of 4493 Texas teen-agers.

Swanson, Charles E. "What They Read in 130 Daily Newspapers," Journalism Quarterly, XXXII (Fall, 1955), 411-21.

Presents an analysis of readership data in 130 U.S. dailies surveyed by the Continuing Study of Newspaper Reading, showing differences in readership of 40, 158 news-editorial-feature items by type of page, form of item, geographical origin, males and females; also readership of 3,353 photographs classified by topical categories.

Feingold, Gustage A. "Newspaper Tastes of High-School Pupils," School and Society, LIX (April 29, 1944), 316-19.

Summarizes statements concerning the reading interests and habits of 722 high-school pupils in grades nine to twelve, inclusive.

Burton, Philip Ward. "Newspaper-Reading Behavior of High-School Students," School and Society, LXIII (February 2, 1946), 86.

Reports results of a study of the daily newspaper-reading behavior of senior students in high school, using "the recognition method" originated by George H. Gallup.

Lyness, Paul I. "What Boys and Girls Like in the Newspaper," Editor and Publisher, LXXXIII (November, 1950), 18.

Summarizes the results of a study among 1418 pupils in grades III, V, VII, IX, and XI, concerning parts of the newspaper preferred, parts read regularly, favorite comics, and regularity in newspaper reading.

Lostuter, Melvin. "Some Critical Factors of Newspaper Readability," Journalism Quarterly, XXIV (December, 1947), 307-14.

Compares the readability scores of newspaper articles by the Flesch and the Lorge formulas and seeks through analysis of materials to determine the most important factors affecting the ease with which an article can be read.

Tinker, Miles A., and Paterson, Donald G. "Effect of Line Width and Leading on Readability of Newspaper Type," Journalism Quarterly, XXIII (September, 1946), 307-09.

Bases conclusions upon evidence secured from 2,016 high-school seniors concerning "the effect of varying line width and leading upon the readability of newspaper body type."

Bush, Chilton R. "Toward Improving the Sample in Reader-Interest Surveys," Journalism Quarterly, XXII (September, 1946), 287-88.

Describes a technique for newspaper reader-interest surveys which provides an improved design and control of sampling.

Nafziger, Ralph O.; MacLean, Malcolm, Jr.; and Engstrom, Warren. "Useful Tools for Interpreting Newspaper Readership Data," Journalism Quarterly, XXVIII (Fall, 1951), 441-56.

Presents data from two studies of Minnesota Newspapers in support of the contention that frequency distribution charts and factor analyses can be used to distinct advantage in the analysis of readership data.

Jones, Robert L. and Beldo, Leslie A. "Methodological Developments in Readership Data Gathering," Journalism Quarterly, XXX (Summer, 1953), 345-53.

Describes the methods used during three "eras" in gathering and recording data for readership studies by the Research Division of the School of Business, University of Minnesota.

Reading and Comic Books

Barcus, Francis E. "A Content Analysis of Trends in Sunday Comics, 1900-1959)," Journalism Quarterly, XXXVIII (Spring, 1961), 171-80.

Content analysis of nature and trends of major themes, types, and characters in 778 Sunday comic strips appearing in three Boston newspapers between 1900 and 1959.

Haskins, Jack B., and Jones, Robert L. "Trends in Newspaper Reading: Comic Strips, 1949-54," Journalism Quarterly, XXXII (Fall, 1955), 422-33.

Summarizes the results of six years of readership research in Minneapolis involving the same newspapers during the same season of the year and by the same non-commercial agency to determine the influence, if any of TV on the reading of comic strips.

Spiegelman, Marvin; Terwilliger, Carl, and Fearing, Franklin. "The Content of Comic Strips: A Study of a Mass Medium of Communication," Journal of Social Psychology, XXXV (February, 1952), 37-57.

Presents an analysis of the content of practically all Sunday comic strips sold nationally in this country to determine (a) the situations depicted, (b) the extent to which they depict "reality," (c) how ethnic groups are depicted, (d) the place and significance of animals in comics, and (e) what constitutes the "comic" in comic strips.

Spiegelman, Marvin; Terwilliger, Carl; and Fearing, Franklin. "The Content of Comics: Goals and Means of Comic Strip Characters," Journal of Social Psychology, XXXVII (May, 1953), 189-203.

Presents the results of a content analysis of 52 syndicated comic strips to determine "the goals sought and the goals approved or disapproved of comic strip characters and the means used in achieving them, noting differences between the sexes and socio-economic classes."

Witty, Paul A. and Sizemore, Robert A. "Reading the Comics: A Summary of Studies and an Evaluation," - I, II, and III, Elementary English, XXXI (December, 1954), 501-6; XXXII (January and February, 1955), 43-49, 109-14.

Summarizes the findings of about fifty studies concerning such items as the rise of the comics, amount of comic book reading, why children like comics, relation of comic book reading to school marks, intelligence, behavior, and delinquency; includes ratings of comic magazines.

Witty, Paul, and Coomer, Anne. "Reading the Comics in Grades IX-XII," Educational Administration and Supervision, XXVIII (May, 1942), 344-53.

Reports data from 480 high school pupils relative to number of comic books or magazines read, the frequency of such reading, the rankings given to sixteen comic magazines, and similar data relative to comic strips.

Witty, Paul; Smith, Ethel; and Coomer, Anne. "Reading the Comics in Grades VII and VIII," Journal of Educational Psychology, XXXIII (March, 1952), 173-82.

Presents data from 224 seventh and eighth grade pupils and compares the results with those secured from children in grades IV, V, and VI.

Lewin, Herbert S. "Facts and Fears about the Comics," *Nation's Schools*, LII (July, 1953), 46-48.

Compares the extent of "maladjustment in terms of delinquency and other misbehavior" of three groups of boys of average intelligence between the ages of 12 and 13, one group showing greatest interest in comics, and a second showing little interest in comics, a third rating highest in ability to size up what was read.

Heisler, Florence. "A Comparison of Comic Book and Non-comic Book Readers of the Elementary School," *Journal of Educational Research*, XL (February, 1947), 458-64.

Compares the readers and non-readers of comic books among 600 pupils in grades II to IX, inclusive, in respect to chronological age, mental age, educational achievement, socio-economic status, social adjustment, and personal adjustment.

Blakely, W. Paul. "A Study of Seventh Grade Children's Reading of Comic Books as Related to Certain Other Variables," *Journal of Genetic Psychology*, XCIII (December, 1958), 291-301.

Summarizes the data secured in a study involving pupils in 12 seventh-grade classes to determine differences in respect to certain variables among pupils differing in the character and amount of comic book reading.

Butterworth, Robert F. and George G. Thompson. "Factors Related to Age-Grade Trends and Sex Differences in Children's Preferences for Comic Books," *Journal of Genetic Psychology*, LXXVIII (March, 1951), 71-96.

Reports the results of a study (a) to determine the reading preferences of pupils in Grades VI to XII for popular "comic" magazines and (b) to identify and classify characteristics of the best-liked comic books.

Thrasher, Frederic M. "The Comics and Delinquency: Cause or Scapegoat," *Journal of Educational Sociology*, XXIII (December, 1949), 195-205.

Points out the tendency of students of mankind to try to explain human behavior in terms of one or more specific factors; challenges the validity of the contention in recent research studies that reading the comics and delinquency are causally related.

Malter, Morton S. "The Content of Current Comic Magazines," *Elementary School Journal*, LII (May, 1952), 505-510.

Classifies the content of 185 comic magazines, published during the first two months of 1951, under five headings relating to "general layout" and eleven headings relating to "comic type" content.

Mitchell, Claude. "Comic Strips: How Well Can Our Pupils Read Them?" Clearing House, XXIV (March, 1950), 415-18.

Summarizes the results of tests given to 375 pupils in Grades VII to XII to determine the extent to which they "actually read the comics understandingly."

Blakely, W. Paul. "Reading of Comic Books by Seventh-Grade Children," Elementary School Journal, LVIII (March, 1958), 326-30.

Summarizes the responses of twelve class sections of seventh-grade pupils in two public junior high schools to questions relating to the titles of all comic books read "within the past week and the number of times each was read."

Rose, Arnold M. "Mental Health Attitudes of Youth as Influenced by a Comic Strip," Journalism Quarterly, XXXV (Summer, 1958), 333-42.

Examines the effect of "mental health propaganda, presented in a regularly syndicated column strip", using as subjects the entire sophomore class of three metropolitan high schools representing the range of socio-economic classes and ethnic groups in the community.

Mass Media and Reading

Coffin, Thomas E. "Television's Effects on Leisure-Time Activities," Journal of Applied Psychology, XXXII (October, 1948), 550-58.

Compares 137 families having television sets with the same number having no such sets to determine differences, if any, in nature and amount of leisure-time activities, including reading, engaged in both in and out of the home during a week.

Schramm, Wilbur, Lyle, Jl, and Parker, E. B. Television in the Lives of Our Children. Stanford, California: Stanford University Press, 1961. Pp. 334.

Analysis of the effects of televiewing upon children and upon certain aspects of their use of print in 1958-60, based upon eleven research studies in ten American and Canadian communities and involving data from 5991 children, 1958 parents, and several hundred members of school staffs.

Lyness, Paul I. "The Place of the Mass Media in the Lives of Boys and Girls," Journalism Quarterly, XXIX (Winter, 1952), 43-54.

Presents a detailed analysis of data secured through the use of a questionnaire concerning the reading, listening, and viewing behavior of 1418 Des Moines, Iowa, pupils in grades III, V, VII, IX and XI, about equally divided with respect to sex.

Maz, Veronica. "Radio Listening, Televiewing, and Reading Habits of Pittsburgh Public High-School Students," *Pittsburgh Schools*, XXVII (May-June, 1953), 156-72.

Summarizes 721 questionnaire replies providing data from 721 9a and 12a students and 1,224 parents and guardians.

Banning, Evelyn I. "Social Influences on Children and Youth," *Review of Educational Research*, XXV (February, 1955), 36-47.

Summarizes the results of recent research relating to the influence of mass media (television, radio, motion pictures, comic books, newspapers) on the values and character of young people.

Scott, Lloyd F. "Television and School Achievement," *Phi Delta Kappan*, XXXVIII (October, 1956), 25-28.

Compares the average achievement in reading, arithmetic, language and spelling, and total achievement of the upper 27 per cent and the lower 27 per cent in total television viewing time of 407 sixth- and seventh-grade pupils in fifteen schools; average intelligence quotients of pupils and occupational ratings of parents were also reported.

Perrodin, Alex F. "Televiewing, Reading Habits, and Children's Social Values," *Elementary English*, XXXVII (February, 1960), 86-90.

Reports data from 352 pupils in grades IV to VII inclusive "to determine possible relationships between certain television and reading habits of children and selected behavior traits" - cooperation, friendliness, leadership, responsibility.

What's Happening to Leisure Time in Television Homes? A study of the activities of 5,657 persons in urban America (Chicago: Batten, Barton, Durstine and Osborn, Inc., 1951).

Bases conclusions concerning the impact of television on various leisure-time activities, including reading, on questionnaire returns from an average of 2.5 individuals 15 years of age or older, belonging to 2,260 households that are members of BBDC National Panel of Consumer Opinion.

Swanson, Charles E., and Jones, Robert L. "Television Owning and Its Correlates," *Journal of Applied Psychology*, XXXV (October, 1951), 352-57.

Summarizes the results of a panel study to determine the relation of "television set ownership to use of other media (reading) and to education and income levels."

Witty, Paul. "Television and the High School Student," Education, LXXII (December, 1951), 242-51.

Compares the replies of pupils from television and non-television homes, enrolled in each of the four high-school grades, concerning the effect of television on amount of time devoted to reading.

Wells, Charles A. and Lynch, Timothy J. "The Amount of Free Reading Engaged in by Intermediate Grade Pupils Who Have Viewed Television for One Year or More," Journal of Educational Research, XLVII (February, 1954), 473-77.

Bases conclusions upon a statistical analysis of data concerning amount of free reading reported by 158 fifth-and sixth-grade pupils from homes in which there had been television sets for a year or more.

Witty, Paul. "Children's Interest in Comics, Radio, Motion Pictures, and TV," Educational Administration and Supervision, XXXVIII (March, 1952), 138-47.

Summarizes the results of studies made by the author and his co-workers at different times during the last eleven years concerning radio listening, attending movies, reading of the comics, and televiewing by children, and presents implications of value to teachers and parents.

Haugh, Oscar M. "The Relative Effectiveness of Reading and Listening to Radio Drama as Ways of Imparting Information and Shifting Attitudes," Journal of Educational Research, XLV (March, 1952), 489-98.

Compares the relative effectiveness, in the case of 539 eleventh-grade English pupils, of reading and of listening to radio script for thirty minutes in each case, as measured immediately and after a period of seven weeks by sets of test questions.

Raymond, John C. "Reading and Radio Interests," The Phoenix III (Fall, 1946), 3-13.

Summarizes returns from questionnaires submitted to 276 high-school students of Phoenix, Arizona concerning time spent per week in reading different types of material and preferences for different sections of newspapers.

Reid, Seerley, "Reading, Writing, and Radio," Journal of Applied Psychology, XXIV (December, 1940), 703-13.

Summarizes the results of studies to determine the effect of radio broadcasts among seventh- and eighth-grade pupils on their reading interests and the amount read.

Sterner, Alice P. *Radio, Motion Picture, and Reading Interests: A Study of High School Pupils.* Teachers College Contributions to Education, No. 932. New York: Teachers College, Columbia University, 1947. Pp. 102.

Presents detailed data from 372 high school pupils, "to discover whether it is the medium or the interest which has the greater attraction for the adolescent" and to determine the relationship of sex, grade, intelligence, and socio-economic status to youth's choices of media and interests.

Sekerak, Robert M. "Mass Communication Media, Reading Comprehension, and Intelligence," *Audio-Visual Communication Review,* V (Spring, 1957), 463-75.

Presents the results of a carefully planned statistical analysis of the relationships between the reading comprehension and intelligence of 366 junior high-school pupils and their use of mass communication media as revealed through the use of a diary form questionnaire.

Scott, W. J. *Reading, Film and Radio Tastes of High School Boys and Girls* (Prepared under the Direction of the New Zealand Council for Educational Research). New Zealand: Whitcombe and Tombs Limited, 1947. Pp. 208.

Reports the results of a survey of "the out of school cultural interests of the post-primary school boys and girls of New Zealand."

Lyness, Paul I. "Patterns in the Mass Communications Tastes of the Young Audience," *Journal of Educational Psychology,* XLII (December, 1951), 449-67.

Summarizes the responses of 1418 pupils in grades III, V, VII, IX and XI to questions relating to their preferred types of subject matter in each of the following communication media: newspapers, radio, moving pictures, magazines, and books.

MacLean, Malcolm S., Jr. "Mass Media Audiences: City, Small City, Village and Farm," *Journalism Quarterly,* XXIX (Summer, 1952), 271-82.

Presents the results of case studies among four groups to determine the comparative attention given to the various mass media - radio, movies, and reading (newspapers, magazines, books) - and some of the factors and interrelationships involved.

Reading and the Library

Campbell, Angus and Metzner, Charles A. *Public Use of the Library and Other Sources of Information.* Ann Arbor, Michigan: University of Michigan, Institute for Social Research, 1950. Pp. vii+76.

Summarizes major findings of a nation-wide survey conducted during a month to determine the services which the public library renders to communities, organized around such specific issues as who uses the public library, why and how it is used, and possible ways of extending its use.

Johnson, B. Lamar. *The Secondary-School Library.* National Survey of Secondary Education Monograph No. 17, United States Office of Education Bulletin, No. 17 (1932), viii+110 pp.

Presents the results of a national survey of outstanding high-school libraries and proposes problems for further investigation.

Grogan, Agnes C. "The School Library and the Able Readers: Library Channels Reading Tastes of Upper Grade Pupils," *Chicago Schools Journal*, XLII (October, 1960), 30-3.

Description of three projects in a school library to encourage the development of taste in reading of superior pupils in grades 6-8 who read and passed tests upon a number of award-winning books and classics.

Johnson, Franklin W. "An Analysis of the Duties Pertaining to a High School Library," *Teachers College Record*, XXIX (December, 1927), 216-22.

Reports a classified list of duties pertaining to a high-school library that was prepared by students of high-school administration and checked by three high-school librarians.

Campbell, Clara Evelyn. "A Research Problem in Children's Reading," *Elementary English Review*, VI (January, 1929), 1-2, 27-28.

Presents the results of a tabular study of the public-library reading of 753 juvenile readers.

Moore, Joseph E. "The Relation Between Library Information and Elementary School Attainment," *Peabody Journal of Education*, XVIII (July, 1940), 431-35.

Presents data secured from 130 children in Grades IV to VIII inclusive, concerning the relation between scores on a library information test and on tests of reading, literature, and language usage.

Eells, Walter Crosby. "What Periodicals Do School Pupils Prefer?" Wilson Bulletin for Librarians, XII (December, 1937), 248-52.

Summarizes reports from 17,000 pupils in 198 secondary schools concerning periodicals read fairly regularly.

Eells, Walter Crosby. "Periodicals for Use in Secondary Schools," Secondary Education, VI (October, 1937), 156-59.

Presents data from 200 schools in answer to the following questions: Which periodicals are most valuable for secondary schools? Which are most frequently taken? Which are read fairly regularly by pupils and which are enjoyed and valued most by them?

Eells, Walter Crosby. "Recency as a Measure of Book Collections," Junior College Journal, VIII (March, 1938), 308-10.

Presents data concerning recency of publicatich of books in various fields found in high-school libraries.

Adams, Elwood. "The Extent of Library Reading in the Junior High School," School Review, XLI (May, 1933), pp. 375-78.

Reports the results of a survey of the library equipment and personnel in twelve junior high schools and the average number of books read by pupils in one semester.

Vandiver, Maude, and Melcher, William. "The Effect of Library Reading," Educational Administration and Supervision, XV (March, 1929), 190-201.

Reports the results of an analysis of the library reading outside of school hours of pupils in Grades II-VIII, inclusive, in Montrose, Colorado, to determine the amount of such reading and factors that influence it.

Reading Interests and Habits

Smith, Nila B. "The Personal and Social Values of Reading," Elementary English, XXV (December, 1948), 490-500.

Considers the personal and social values of reading and the factors causing reading effects as revealed through informal studies and by research, and suggests five ways in which research may "point the way to a fuller realization of reading values."

Hockett, John A. and Forry, Kenneth M. "Interests in Reading Expressed by pupils in Grades Three to Seven," Children's Interests, pp. 89-95. Twelfth Yearbook of the California Elementary School Principals' Association. Oakland, California: California Elementary School Prihcipals' Association (Sara L. Young c/o Parker School), 1940.

Summarizes the reactions of 811 pupils in Grades III to VII to a list of suggested topics compiled from a list of basic and supplementary readers.

Taylor, Joseph S. "A Quantitative Study of Reading," Educational Review, XLII (October, 1911), 254-69.

Presents the results of a study of the amount read, the amount of time given to reading, and the proficiency in reading of pupils in seven hundred classrooms in New York City.

Witty, Paul, and Coomer, Anne. "Activities and Preferences of a Secondary-School Group," Journal of Educational Psychology, XXXIV (February, 1943), 65-76.

Summarizes data from 480 pupils in grades IX to XII inclusive relative to their reading preferences.

Smith, May L., and Eno. I.V. "What Do They Really Want to Read?" English Journal, L (May, 1961), 343-5.

Analysis of response to questionnaire given to 510 Iowa students in grades 7-12 to discover what students would like to have an author put into a "story-to-order" request from them.

Rothney, J. W. M. "Interests of Public Secondary-School Boys, " Journal of Educational Psychology, XXVIII (November, 1937), 561-94.

Describes the nature and validity of the interest inventory used and summarizes responses secured from 306 eleventh-grade boys in ten high schools.

Strang, Ruth. "Reading Interests, 1946," English Journal, XXXV (November, 1946), 477-82.

Analyzes the responses of pupils in grades VII - XII in thirty schools to questions concerning their reading preferences to try to find out if high-school pupils give stereotyped replies.

Rudman, Herbert C. "The Informational Needs and Reading Interests of Children in Grades IV Through VIII," Elementary School Journal, LV (May, 1955), 502-12.

Summarizes and interprets questionnaire responses from 6,313 pupils in grades IV to VIII inclusive, 4,531 parents of these pupils, 212 teachers, and 169 librarians.

Norvell, George W. "Some Results of a Twelve-Year Study of Children's Reading Interests," English Journal, XXXV (December, 1946), 531-36.

Describes the general character and scope of a twelve-year study of children's reading interests in New York State and presents findings concerning the order of preference of eight literary types.

Anderson, W. E., and Crawley, S. L. "The Reading Interest of Negro High School Pupils," The Quarterly Review of Higher Education Among Negroes, XIII (January, 1945), 5-11.

Presents the results of an inquiry among 347 pupils in grades 9 to 12, inclusive, using cumulative reading record cards and interest inventory forms, to determine the nature of the reading interests of the pupils and the level of reading difficulty of the materials selected.

Husband, John D. "A Technique for the Evaluation of Growth in Certain Affective Phases of Reading Among High-School Pupils," Journal of Educational Research, XXXIX (December, 1945), 265-71.

Summarizes the results of studies to determine, on the basis of groups of characteristics present in varying degrees in all reading situations, the possibility of establishing norms and evaluating growth in reading interest and habits.

Lorang, Sister Mary Cordo. The Effect of Reading on Moral Conduct and Emotional Experience. Washington, D.C.: The Catholic University of America Press, 1945. pp. viii+122.

Summarizes questionnaire replies from 2,308 high-school pupils from widely distributed areas concerning their reading and its effect on them; also present correlations between types of books and magazines read and effects produced.

Strang, Ruth. Exploration in Reading Patterns. Chicago: University of Chicago Press, 1942. Pp. x+172.

Reports and analyzes the results of case studies of the reading interests of 112 persons from thirteen to more than fifty years of age and their patterns of response to reading material.

Vandament, William E. and Thalman, W. A. "An Investigation into the Reading Interests of Children," Journal of Educational Research, XLIX (February, 1956), 467-70.

Analyzes the responses of 1034 children in grades six and ten to discover "whether certain types of reading fantasy are preferred above others by children of different age groups, socio-economic status, sex groups, and residential groups."

Gray, William S. and Rogers, Bernice. Maturity in Reading: Its Nature and Appraisal. Chicago: University of Chicago Press, 1956.

Presents a definition of maturity as applied to reading, develops an instrument for use in appraising maturity in reading and applies it to data from three groups, secured through interviews and tests, to determine the level of maturity attained and possible factors contributing to mature reading interests and habits.

Townsend, Agatha. "Another Look at Reading Interests," *The Reading Teacher,* XIII (April, 1960), 297-98, 301-02.

Reviews trends in amount of research relating to reading interests, points out significant weaknesses in reported research, and suggests the nature of needed research in the field.

Institute of Student Opinion. *Teen-Age Reading Habits.* Scholastic Magazines, Inc. New York, 33 West 42nd Street, 1959.

Summarizes the responses of 10,149 teen-age students from all parts of the country concerning 13 issues relating to their reading interests and habits, secured during February-March, 1959.

Norvell, George W. *What Boys and Girls Like to Read.* Morristown, N. J.; Silver Burdett Company, 1958.

Summarizes and interprets "expressions of opinions" from more than 24,000 children in grades III to VI concerning 1576 literary selections.

Coleman, J. H., and Jungeblut, Ann. "Children's Likes and Dislikes About What They Read," *Journal of Educational Research,* LIV (February, 1961), 221-8.

Survey of reading likes and dislikes of 750 children in grades 4-6 in three eastern states, expressed on a six-point rating scale for 81 short prose selections, each reproduced on a single page.

Wolfson, Bernice J. "What Do Children Say Their Reading Interests Are?" *Reading Teacher,* XIV (November, 1960), 81-2, 111.

Analysis of a 120-item reading interest inventory administered orally to 1,000 girls and 942 boys in grades 3-6 in a Connecticut school system.

Witty, P. A., and Scruggs, S. D. "Reading Interests of Negro Children," *University of Kansas Bulletin of Education,* I (December, 1926), 7-11.

Reports the types of stories and the kinds of newspaper items most preferred by 1,455 negro children in Grades IV-IX in eleven schools.

Wissler, Clark. "The Interests of Children in the Reading Work of the Elementary Schools," *Pedagogical Seminary,* V (April, 1898), 523-40.

Summarizes the results of a study made in the case of 1,950 pupils in Grades III to VIII, inclusive, to determine children's interests in the selections included in school readers.

Wightman, H. J. "A Study of Reading Appreciation," American School Board Journal, L (June, 1915), 42.

Describes the results of a study of the reading preferences of children in sixty-four classes from Grades I to VIII, inclusive.

Uhl, Willis L. "The Interest of Junior High School Pupils in Informational Reading Selections," Elementary School Journal, XXII (January, 1922), 352-60.

Reports a study which shows that pupils have keen interest in informational material if it is successfully written for children.

Pond, Frederick L. "A Simplified Method for Scoring an Inventory of Reading Experiences," Journal of Educational Research, XLV (April, 1952), 585-97.

Describes the basic ideas underlying a simplified method of evaluating through a questionnaire technique the reading experiences of pupils and the steps involved in the development of the inventory of reading experiences; presents data relating to its reliability.

Chamberlain, Essie. "Literary Attitudes and Reactions of Boys and Girls," Illinois Association of Teachers of English Bulletin, XIII (January 1, 1921), 1-16. Urbana, Illinois: H.G. Paul, 322 Lincoln Hall.

Reports the results of two studies of the reading interests of high-school pupils. Discusses differences in the interests of boys and girls.

Anderson, Roxanna E. "A Preliminary Study of the Reading Tastes of High School Pupils," Pedagogical Seminary, XIX (December, 1912), 438-60.

Summarizes answers of 588 pupils to questionnaire concerning their reading interests, habits, and tastes.

Jordan, A. M. "Children's Interests in Reading," The High School Journal, XXV (November, December, 1942), 323-30.

Summarizes the findings of fifteen articles published from 1935 through 1939.

Zeller, Dale. The Relative Importance of Factors of Interest in Reading Materials for Junior High School Pupils. Teachers College Contributions to Education No. 841. New York: Teachers College, Columbia University, 1941. Pp. viii+90.

Presents evidence concerning the relative influence of factors of interest in determining the reading preferences of junior high school pupils; develops equations for predicting the interest appeal of reading materials for boys and girls.

Thorndike, Robert L. *Children's Reading Interests*. New York: Teachers College, Columbia University, 1941. Pp. vi+48.

Presents the results of a study of reading interests among children in Grades IV to XII inclusive through the use of a questionnaire relating to fictitious titles.

Moreland, George B., Jr. "What Young People Want to Read About," *Library Quarterly*, X (October, 1940), 469-93.

Summarizes information from more than eight hundred high-school and junior-college students secured through the use of a check list containing 117 topics.

Hurley, Richard James. "Who Motivates Junior-Senior High School Reading?" *English Journal*, XXVII (June, 1938), 486-90.

Summarizes data secured from about eight hundred pupils in five states showing the relative influences of teachers, parents, pals, relatives and others in stimulating reading interests.

Jordan, A. M. "Reading Interests," *High School Journal*, XVIII (October, 1935), 187-91, 211. See also National Education Association, Addresses and Proceedings, LXXIII, 342-5.

Presents answers to five questions relating to the reading interests of high school pupils, based largely on evidence reported in previous investigations.

Cockayne, Charles A. "Reading Tastes and Habits of Graduates," *English Leaflet*, XXXIII (June, 1934), pp. 89-112.

Summarizes replies from 642 graduates of a high school and two colleges concerning their reading interests and habits, including statements concerning the value of the study of literature in promoting reading interests.

Johnson, B. Lamar. "Children's Reading Interests as Related to Sex and Grade in School," *School Review*, XL (April, 1932), pp. 257-72.

Summarizes the results of a survey of the reading interests of 1,856 boys and girls in grades V to IX in Duluth; compares findings with a previous survey of adult reading interests.

Johnson, B. Lamar. "Adult Reading Interests as Related to Sex and Marital Status," *School Review*, XL (January, 1932), pp. 33-43.

Summarizes the results of a survey of the reading interests of 900 men and women of Duluth; considers the influence of sex and marital status on reading interests.

Elementary School Journal. "The Reading Interests of Junior High School Pupils." XXXII (September, 1931), pp. 14-16.

Reviews a study by Anne Rinehart Campbell of the reading interests of 5,510 pupils completing the ninth grade of the Pittsburgh schools.

Hermans, Mabel C. "Utilizing Adolescent Interests," *Los Angeles Educational Research Bulletin,* X (May-June, 1931), 2-29.

Reports the results of a survey of the dominant interests of 1,908 junior high school pupils and interprets the findings in terms of a reconstructed course in English.

Rinehart, Anne Campbell. *What Pittsburgh High School Seniors Read.* School Betterment Studies, Vol. 2, No. I. Pittsburgh, Pennsylvania: Henry C. Frick Educational Commission, 1930. Pp. 84.

Presents a summary and analysis of the reading preferences and dislikes of 2,236 seniors in Pittsburgh high schools.

Cox, Rose M. "The Individual and the Reading Course in a Two-Year Technical High School," *Teachers College Journal* (Indiana State Teachers College), I (November, 1929), 35-48.

Reports the results of a study of the reading interests of 1,840 pupils in technical high schools.

Taylor, Marion W. and Schneider, Mary A. "What Books Are Our Children Reading?" *Chicago Schools Journal,* XXXVIII (January-February, 1957), 155-60.

Summarizes the replies made by 5,000 Chicago elementary school children to a questionnaire which aimed to find out the books read at various upper grade levels, differences between sexes in preferences, and changes in interests as children mature.

Jewett, Arno. "What Does Research Tell About the Reading Interests of Junior High School Pupils?" *Improving Reading in the Junior High School,* pp. 26-33. U.S. Department of Health, Education and Welfare, Office of Education, Bulletin No. 10, 1957.

Reviews research findings in terms of the interests "which pupils have in common between the ages of 12-15."

Norvell, George W. *The Reading Interests of Young People.* New York: D. C. Heath and Company, 1950. Pp. viii+262.

Summarizes reactions of 50,000 secondary-school pupils secured by 625 teachers in all types of communities and sizes of schools in New York State to 1700 selections widely used in the schools that participated; considers the relation of age, intelligence and sex to reading interests.

Witty, Paul A. "Only and Intermediate Children in the Senior High School," *Journal of Experimental Education*, VI (December, 1937), 180-86.

Reports the relative amount of time devoted to reading, number of books read, types of books selected, and enjoyment in reading of only and intermediate children.

Mathews, C. O. "The Effect of the Order of Printed Response Words on an Interest Questionnaire, " *Journal of Educational Psychology*, XX (February, 1929), 128-34.

Summarizes the replies to a questionnaire containing fifty items submitted to 184 junior high school pupils to determine the effect of the order of printed response words.

Polmantier, Paul C.; and Gibson, Leonard J. "Reading Interests of Institutionalized Delinquent Boys," *Journal of Exceptional Children*, IX (February, 1943), 135-38, 153-54.

Reports the book, magazine, story and magazine-article preferences of 258 delinquent boys ranging in age from 10 to 19 years.

Schmidt, Bernardine G. "Reading Habits and Interests of Mentally Retarded Girls," *Elementary English Review*, XIX (December, 1942), 273-81.

Summarizes various types of data concerning 116 girls between 13 and 18 years of age and varying in I.Q.'s from 38 to 69, including their favorite reading interests and amount and kind of reading in a ten-weeks' period.

Yowell, Stella. "Are Children Reading?" *Journal of Educational Research*, XV (January, 1927), 1-4.

Presents the results of a test given to 664 high-school pupils to determine their acquaintance with characters found in children's books.

McCarty, Pearl S. "Reading Interests Shown by Choices of Books in School Libraries, " *School Review*, LVIII (February, 1950), 90-96.

Presents the results of a study to determine the reading interests of 4,814 pupils in Grades VII-XII through an analysis of their choice of books borrowed from their school libraries.

Rinehart, Anne Campbell. *What Pittsburgh Junior High School Pupils Read.* School Betterment Studies, Vol. III, No. 1. Pittsburgh, Pennsylvania: Henry C. Frick Educational Commission, 1931. Pp. 84.

Summarizes reports from 5,510 pupils completing the ninth grade in eighteen high schools relative to the books which they enjoyed most and the types of literature which they preferred.

Brink, William; Garfield, Sol' and Witty, Paul. "The Reading Interests of Negro High-School Students," *Educational Administration and Supervision,* XXVI (November, 1940), 607-13.

Summarizes the entries on interest inventories relative to book and magazine reading filled out by 989 Negro pupils in Grades IX to XII of a large high school in the Chicago area.

Russell, David H. "Reading Preferences of Younger Adolescents in Saskatchewan," *English Journal,* XXX (February, 1941), 131-36.

Summarizes the results of a study of the book, magazine, and newspaper reading interests of about 300 ninth- and tenth-grade pupils.

Rothney, John W. M., and McCaul, Robert L. "Reading Preferences of High-school Boys," *English Journal,* XXVII (October, 1938), 650-60.

Analyzes choices of "306 eleventh-grade, college-preparatory boys" recorded on a reading inventory listing various types of books, magazines, newspaper selections, and particular topics or fields.

Kramer, Sister M. Immaculata, O.S.B. "The Reading Preferences of Elementary and High School Pupils," *Catholic Educational Review,* XXXVII (May, 1939), 310-25.

Summarizes studies of reading interests at elementary and secondary levels; points out contributions relating to methods of developing ability to choose and use books.

LaBrant, Lou L., and Heller, Frieda M. "Magazine Reading in an Experimental School," *Library Journal,* LXI (March 15, 1936), 213-17.

Summarizes the responses of pupils in Grades VII-XII, inclusive, to questions concerning certain magazines in the Library of the Ohio State University School.

Davis, Warren M. "A Survey of the Reading Habits of Children," *Ohio Schools,* XVIII (December, 1940), 488-89.

Summarizes questionnaire returns for seventh- and eighth-grade pupils relative to use of libraries, availability and use of newspapers and magazines, type of books enjoyed most, and types and number of books read within a time limit.

Mitchell, Alice Miller. Children and Movies. Pp. 89-95. Chicago: University of Chicago Press, 1929.

Analyzes the preferences of elementary-school and secondary-school pupils, of Boy Scouts, of Girl Scouts, and of delinquent children for books and motion pictures.

Malchow, Evangeline C. "Reading Interests of Junior High School Pupils," School Review, XLV (March, 1937), 175-85.

Reports the steps taken in securing the preferences of 1,387 junior high school pupils for 90 titles and summarizes reasons given for liking books, the qualities admired in heroes and heroines, and favorite incidents.

Mersand, Joseph. "Radio Makes Readers," English Journal, XXVII (June, 1938), 469-75.

Reports a list of books and magazines read by 150 boys in third year high school as the result of hearing radio dramatizations of those books, or books or plays by the same authors.

Emery, Julia. "Vacation and Schooltime Reading," English Journal, XXVIII (June, 1939), 467-71.

Compares amount of reading and types of books, newspapers, and magazines read during summer, fall, and winter by 4,507 high school juniors and seniors.

Brink, William G. "Reading Interests of High-School Pupils," School Review, XLVII (October, 1939), 613-21.

Summarizes data secured from 1532 pupils in several high schools in Chicago, showing types of books read and the books read most frequently.

Abbott, Allan. "Reading Tastes of High-School Pupils," School Review, X (October, 1902), 585-600.

Summarizes preferences of 2,469 pupils for books on a recommended list containing 178 titles.

Bell, J. Carleton, and Sweet, Itasca B. "The Reading Interests of High School Pupils," Journal of Educational Psychology, VII (January, 1916), 39-45.

Summarizes reports from 165 boys and 275 girls concerning the books which they had read and their reasons for selecting the books which they indicated a preference.

Elder, Vera, and Carpenter, Helen S. "Reading Interests of High-School Children," *Journal of Educational Research*, XIX (April, 1929), 276-82.

Summarizes reports from 487 high-school pupils relative to preferences as to books and magazines, the kinds of fiction preferred, and the physical characteristics of books liked best.

Persons, Gladys L. (Chairman). *Survey of Leisure Reading in Typical High Schools of New York City*. Year Book No. 1 of the New York Association of Teachers of English (New York: Noble and Noble, Inc. 1936), pp. xxvi+76.

Presents an analysis and appraisal of the reading interests of approximately 47,000 high school pupils with reference to books, magazines and newspapers.

Osburn, W. J. "A Study of Children's Interests," Madison, Wisconsin: State Department of Public Instruction, 1926 (mimeographed).Pp. 23.

Summarizes reports from 1,759 elementary-school and high-school pupils concerning magazines "read recently," favorite books, and numerous other items.

Hughes, Frances Mary. "A Survey of the Reading Interests of the Pupils of the Madison, Wisconsin, High School," *Education*, XLIV (March, 1924), 437-48.

Presents the results of a study among 1,500 high school pupils to determine the books which they read for school credit and the books which they read otherwise.

Byrns, Ruth, and Henmon, V.A.C. "Reading Interests of High-school Seniors," *English Journal*, XXV (January, 1936), 61-64.

Summarizes the replies on the admission blanks of 1,980 freshmen at the University of Wisconsin concerning the books read during the past year outside of school requirements and the magazines and newspapers read regularly.

Vaughn, James. "Opportunities for Silent Reading and Amount of Silent Reading in Certain Rural Schools and Homes of Michigan." An unpublished report filed with William S. Gray, University of Chicago, 1924.

Reports the results of a questionnaire study to determine the number of books in forty school libraries; the number of books, magazines, and newspapers in 448 rural homes; and the number of books read each year and the average amount of time spent in reading magazines and newspapers by pupils in Grades III to VIII, inclusive.

Yowell, Stella H. "Why Children Do Not Read," *School and Society*, XVIII (July 28, 1923), 120.

Summarizes the results of an investigation to determine the number of books owned by children from six to fifteen years of age.

Weiser, A. B., and Ashbaugh, E. J. "What Books Do Junior and Senior High School Students Read?" *Educational Research Bulletin*, III (September 17, 1924), 223-28. Columbus, Ohio: Bureau of Educational Research, Ohio State University.

Reports the results of a study among 2,599 junior and senior high school pupils of Franklin County, Ohio, to determine the number of books read during a year, their character, and the books preferred by the pupils.

Lancaster, Thomas J. "A Study of the Voluntary Reading of Children in Grades Four to Eight." Unpublished Master's Thesis, Department of Education, University of Chicago, 1927. Pp. iv+59. See also "A Study of the Voluntary Reading of Pupils in Grades IV-VIII," *Elementary School Journal*, XXVIII (March, 1928), 525-37.

Summarizes reports from 1,323 pupils in Grades IV-VIII, inclusive, in six different school systems concerning books read voluntarily.

Witty, Paul; Coomer, Ann; and MacBean, Dilla. "Children's Choices of Favorite Books: A Study Conducted in Ten Elementary Schools," *Journal of Educational Psychology*, XXXVII (May, 1946), 266-78.

Summarizes the responses of pupils concerning the stories they liked best (kindergarten, and grades I-III) and the five books read and liked best during 1944-45 (grades IV-VIII).

Huddleston, Martha. "Teen-Age Reading Habits," *Wilson Library Bulletin*, XXII (September, 1947), 53; 68.

Presents a list of the fifty most popular selections from among 600,000 books bought by 90,000 members of the Teen-Age Book Club.

Zanchick, David. "Paperback Buying Patterns," *The English Journal*, XLIX (May, 1960), 336-40, 371.

Presents and interprets the results of a one-year survey of purchases from the Teenage Book Club by students in four eleventh-grade classes (a superior, an average, and two remedial.)

White, G. E. "Surveying Reading in a High School Community," *English Journal*, XXXI (November, 1942), 669-75.

Summarizes the findings of a community survey including the homes, the libraries, and the places of business selling reading materials.

Nafziger, Ralph O.; Engstrom, Warren C.; and Maclean, Malcolm S., Jr. "The Mass Media and an Informed Public," *Public Opinion Quarterly*, XV (Spring, 1951), 105-14.

Compares ability of metropolitan, small city, and rural adult populations to identify persons in international, national and local (state) news; also studies quality of response in relation to other reader characteristics such as income, sex, education, amount of book, magazine and newspaper reading.

Williams, A. R. "The Magazine Reading of Secondary School Children," *British Journal of Educational Psychology*, XXI (November, 1951), 186-98.

Bases conclusions upon questionnaire responses from 4,298 grammar school and secondary modern school pupils in five widely distributed areas of England.

Bogart, Leo. "Magazines Since the Rise of Television," *Journalism Quarterly*, XXXIII (Spring, 1956), 153-66.

Presents the results of statistical and analytical studies to identify recent changes in magazine circulation, advertising and editorial content, and other significant adjustments in magazines that have accompanied the rise of television.

Weiser, A. B., and Ashbaugh, E. J. "What Do Junior and Senior High School Pupils Read?" *Educational Research Bulletin*, III (October 1, 1924), 250-53, 265-66. Columbus, Ohio: Bureau of Educational Research, Ohio State University.

Reports the results of a study among 2,599 junior and senior high school pupils of Franklin County, Ohio to determine the amount and kind of their magazine and newspaper reading and the various kinds of reading done by other members of their families.

Kimball, Reginald Stevens. "What Magazines Do High-School Students Read?" *School and Society*, XXIV (October 16, 1926), 486-88.

Summarizes the replies of 604 high-school pupils to questions relating to the best-known writers and to the pupils' favorite magazines.

Severance, Henry O. "Magazines Which High-School Pupils Read," *School Review*, XXXIV (October, 1926), 587-90.

Reports data concerning different magazines read by the pupils in three Missouri high schools and by students in the University of Missouri.

Barnes, Honor F. "Are High-School Pupils Qualified to Choose Their Own Magazine Reading?" School Review, XXXVI (April, 1928), 267-74.

Describes the procedure adopted in a critical study by pupils of both good and poor magazines and indicates the results of the study.

Hay, Homer W., and McKown, Harry C. "An Evaluation of the High School Magazine," University of Pittsburgh School of Education Journal, III (November-December, 1927), 21-26.

Presents an analysis of the content of 103 high-school magazines and discusses critically nine arguments often used in support of such magazines.

Continuing Study of Magazine Audiences: The Geography of Reading. Report No. 9, November 15, 1947. New York: Life (Time and Life Building, Rockefeller Center). Pp. 45.

Presents the results of 12,005 interviews covering the period from November, 1946 to May, 1947 to determine the percentage of people that Collier's, Life, and Post reach. Analyzes findings with respect to age, sex, economic status, states and local areas.

Shores, J. Harlan. "Reading Interests and Informational Needs of Children in Grades Four and Eight," Elementary English, XXXI (December, 1954), 493-500.

Summarizes questionnaire responses from 6,313 pupils in grades four through eight, 4,531 parents of these pupils, 212 teachers, and 169 librarians, relating to "what children are looking up in books, what they want to find out about, and what they want to read about."

Recreational, Voluntary and Leisure Time Reading

LaBrant, Lou L. An Evaluation of the Free Reading in Grades Ten, Eleven, and Twelve. Ohio State University Studies, Contributions in Education, No. 2 (Columbus, Ohio: Ohio State University Press, 1936), pp. 80.

Describes the procedures in a three-year study of the reading program at University School, Ohio State University, and summarizes the results in terms of the nature of the books read and the types of interest stimulated.

Cleary, Florence. "Recreational Reading in the Junior High School," Nation's Schools, XVI (July, 1935), 31-33.

Presents an analysis of the lists of books read by 1,115 pupils.

Cain, William R., and Brown, Francis J. "An Evaluation of the Outside Reading Interests of a Group of Senior High-School Pupils," Journal of Educational Sociology, V (March, 1932), Pp. 437-42.

Reports the books read by the sophomore and senior pupils of a surburban high school and expresses judgment concerning their merit.

Thomas, Russell. "Voluntary Reading," English Instruction in the University High School. Publications of the Laboratory Schools of the University of Chicago., No. 4. (Chicago: Department of Education, University of Chicago, 1933), pp. 164-72.

Presents the results of an analysis of the voluntary reading of thirty high-school pupils during each of the four years they were in high school.

Mauck, Inez L. and Swenson, Esther J. "A Study of Children's Recreational Reading," Elementary School Journal, L (November, 1949), 144-150.

Reports amount of free reading done by 364 pupils in Grades IV through VIII during a three-week period; shows influence on amount read of providing books for recreatory reading; summarizes data relating to pupils preferences for spare time activities.

Montgomery, Wilda Lea. "An Investigation of the Uses of Recreatory Reading," University of Pittsburgh School of Education Journal, IV (March-April, 1929), 90-91, 103.

Summarizes briefly 410 replies to a questionnaire relative to the uses made of recreatory reading.

Hermans, Mabel C. "Results of Free-Reading Experiments," Los Angeles Educational Research Bulletin, XI (February, 1932), Pp. 82-88.

Compares the results of free reading and directed reading among six groups of junior high-school pupils; also presents case studies.

Heise, Byran. " A Reading Experiment in a Rural Sehcol," American Schoolmaster, XXIV (April 15, 1931), 155-57.

Reports the results of an experiment in which pupils in Grades IV-VIII, inclusive, substituted free reading for formal group instruction.

Lawshe, C. H. "Free Reading in Evansville," Nation's Schools, XXII (August, 1938), 21-22.

Reports influence on total library circulation and on books withdrawn with the introduction of free reading in a high school English course.

Heller, Frieda M. "Free Reading in the Junior High School," Educational Research Bulletin XIX (April 10, 1940), 217-22, 243-44.

Analyzes the reading done by pupils in a school program that encouraged wide reading to determine the interests and needs of the pupils and the effect of the program on reading tastes and standards.

LaBrant, Lou L., and Heller, Frieda M. An Evaluation of Free Reading in Grades Seven to Twelve, Inclusive. Ohio State University Studies, Graduate School Series, Contributions in Education, No. 4. Columbus, Ohio: Ohio State University Press, 1939. Pp. X+158.

Evaluates certain aspects of the free-reading program in grades seven to twelve at the Ohio State University School by analyzing the books and subject matter read: presents implications of the findings in respect to growth and interests.

Cornell, Ethel L. " The Voluntary Reading of High School Pupils," ALA Bulletin, XXXV (May, 1941), 295-300.

Analyzes the voluntary reading records of 135 pupils (58 boys and 77 girls) secured during a three-month period by eight public and twenty-one school libraries.

Meyers, Vest Cleveland. Seventh Grade Free Reading - Its Relation to Certain Personal and Environmental Factors. Doctor's Dissertation, University of Michigan, 1940. Pp. x+149.

Presents the results of an elaborate study of "the relationship of the time spent in free reading by a representative group of seventh-grade children to certain personal and environmental factors."

Russell, David H. "Voluntary Reading and Academic Achievements in Two Canadian High Schools," School Review, L (February, 1942), 112-20.

Compares the voluntary reading and home work of approximately 130 boys and 160 girls in Grades IX and X with their school marks.

Eaton, H. T. "What High School Students Like to Read," Education, XLIII (December, 1922), 204-9.

Summarizes replies from 176 third- and fourth-year high-school pupils showing the amount and kind of outside reading.

Heinlein, Virginia K., and Ervin, Sophia H. "The Voluntary and Independent Use of Reference Books in the Wheeling High School," School Review, XXXVII (February, 1929), 142-46.

Summarizes the replies of 627 pupils to questions submitted to determine the extent of their voluntary use of reference materials.

Pierce, Paul R. "Stimulating Recreational Reading: An Elementary School Experiment," *Chicago Schools Journal*, XII (December, 1929), 129-33.

Reports the results of the establishment of a weekly library period for pupils in Grades IV-VIII, inclusive.

Green, Jenny Lind. "When Children Read for Fun," *School and Society*, XVI (November 25, 1922), 614-16.

Shows correlation between reading scores and the amount and quality of supplementary reading in the sixth and seventh grades.

Irving, Arthur P. "Home Reading of School Children," *Pedagogical Seminary*, VII (April, 1900), 138-40.

Summarizes replies from "about six hundred" children showing amount of home reading done by pupils in Grades IV to IX, inclusive.

Smith, Franklin Orion. "Pupils' Voluntary Reading," *Pedagogical Seminary*, XIV (June, 1907), 208-22.

Summarizes the replies to three questions concerning voluntary reading submitted to 2,199 pupils in Grades VI to XII, inclusive.

Lehman, Harvey C. "Reading Books 'Just for Fun," *School Review*, XXXIV (May, 1926), 357-64.

Presents the results of a study to determine the amount of independent reading done by members of elementary-school, high-school, and college classes.

Amatora, S.M. and S.M. Edith. "Children's Interest in Free Reading," *School and Society*, LXXIII (March 3, 1951), 134-37.

Reviews the results of previous scientific studies relating to the interests of children in free reading and presents the results of a study continuing for four years among pupils in Grades II to VIII inclusive.

Potter, Robert E. "Reading Unlimited," *English Journal*, XLII (January, 1953), 28-32.

Reports the results of an experiment involving 73 high-school pupils to determine the influence on amount and quality of providing a free period once each week for personal reading, of making interesting, attractive reading material available, and of avoiding the use of checking techniques which detract from the pleasure of reading.

Monto, Saina Wilhelmina. "An Analysis of Reading Interests of Junior and Senior High School Students." Unpublished Master's Thesis, Department of Education, University of Chicago, 1928, Pp. v+78.

Reports the amount of independent reading of junior and senior high school pupils, the types of books they preferred, the reasons why they read, and the influences which stimulated them to acquire reading interests.

Cook, Inez M., and Goodrich, T.V. "How High-School Pupils Spend Their Time," School Review, XXXVI (December, 1928), 771-78.

Summarizes reports from 441 girls and 318 boys concerning the amount of time devoted daily to each of twenty designated activities.

Jennings, Joe. "Leisure Reading of Junior High School Boys and Girls Peabody Journal of Education, VI (May, 1929), 333-47.

Summarizes detailed reports of reading activities for one week submitted by 375 boys and 515 girls in two junior high schools.

Gorsline, Robert. "Pupils Testify to Leisure-Time Activities," School Review, XXXIX (March, 1931), 208-12.

Summarizes the results of a questionnaire study among high-school pupils to determine how they spend their leisure and the effect of school training on leisure-time activities.

Lee, Joel W. "How High School Students Use Leisure Time," Educational News Bulletin, Kalamazoo, Michigan: Western State Teachers College, IV (January, 1934), pp. 10-13.

Summarizes a questionnaire study made among 1091 pupils in grades VIII to XII inclusive, to determine uses made by boys and girls of their leisure time including reading.

Center, Stella S. and Persons, Gladys L. "The Leisure Reading of New York City High-School Students," English Journal, XXV (November, 1936), 717-26.

Summarizes the results of a recreational reading survey relating to books and magazines in which more than 46,000 high school pupils in 20 high schools participated.

Eberhart, Wilfred. "Evaluating the Leisure Reading of High-School Pupils," School Review, XLVII (April, 1939), 257-69.

Makes use of the "cumulative-record" technique of evaluating leisure reading to secure data on trends in amount of reading, types of books read, and types of non-fiction preferred by several hundred pupils in grades VII to XI.

Punke, Harold H. " Sociological Factors in the Leisure-Time Reading of High-School Students," *Library Quarterly*, VII (July, 1937), 332-42.

Presents the results of a comparative study of leisure-time reading by the students in 22 high schools of Georgia and Illinois.

Booth, Helen. "An Experiment in Leisure Reading at Prospect Junior High School," *Pittsburgh Schools*, XIII (May-June, 1939), 141-48.

Reports data concerning the effect of wide reading of good stories on attitude toward and rate of reading of a seventh-grade class of superior ability.

Wheeler, Theodora. "A Study of Certain Recreational Reading and Vocational Phases in the Lives of Young Girls," *Journal of Educational Psychology*, XI (December, 1920), 481-501.

Summarizes the results of interviews with eight hundred girls, ranging in age from six to twenty years, to determine their reading interests.

Forman, W. O. "The Use Made of Leisure Time by Junior High School Pupils," *Elementary School Journal*, XXVI (June, 1926), 771-74.

Presents a tabular summary of "how 175 boys from twelve to fifteen years of age spend their leisure time and how they would like to spend it."

Gary, Rex. "Survey of Leisure Time Reading of School Children," *Iowa Library Quarterly*, X (January-February-March, 1928), 199-201.

Reports the results of a questionnaire study among 2,500 school children in Grades V-XII, inclusive.

Hemmerling, Robert L., and Hurst, H. "The Effects of Leisure Time Activities on Scholastic Achievement," *California Journal of Educational Research*, XII (March, 1961), 86-90.

Questionnaires survey of 202 California high school sophomores reporting the extent of nine leisure-time activities, including reading, and the significance of their correlation to academic success.

Jenkinson, A. J. *What Do Boys and Girls Read?* Contributions to Modern Education. General Editor: Susan Isaacs. London: Methuen & Co., Ltd., 1946 (2nd edition) Pp. x+286.

Summarizes questionnaire returns from more than three thousand boys and girls, aged 12 to 16, concerning their out-of-school reading (also private reading in school) - books, magazines, plays, poems - and cinema attendance.

Andersen, Esther M. "A Study of Leisure-Time Reading of Pupils in Junior High School," *Elementary School Journal*, XLVIII (January, 1948), 258-67.

Summarizes questionnaire returns from 686 seventh- and eighth-grade pupils to determine the number interested in leisure-time reading, types of books liked best, types of magazines most read, and parts of newspapers most widely read.

Donahue, Edward F. "Leisure-Time Reading Interests of Catholic High School Boys," *Catholic Educational Review*, XLV (November, 1947), 525-33.

Presents the results of a checklist survey of the reading interests of 625 boys in a Catholic private high school in New York City.

Mechanical Devices and Reading

Karlin, Robert. "Machines and Reading: A Review of Research," *Clearing House*, XXXII (February, 1958), 349-52.

Summarizes the results of thirteen studies concerning the value in promoting growth in reading of three types of machines ("flashmeters", "pacers", "films") at four levels (elementary, secondary, college, adult).

Miller, Murray Lincoln. "Devices and Instruments for Use in High School Reading Instruction," High School Journal, XXXIX (January, 1956), 227-32.

A survey of available mechanical equipment with prices, sources, and evaluations. The types of devices covered are eye-movement testing instruments, instruments for screening vision, training films, metronoscopes, flash devices, timing devices, informational films, tape recordings, reading accelerators, controllers, pacers, rateometers, shadowscopes, and trainers.

Tinker, Miles A. "Photographic Measures of Reading Ability," *Journal of Educational Psychology*, XX (March, 1929), 184-91.

Reports the results of a study involving twenty-six senior high school and university students to determine the validity of various photographic measures of reading performance.

Garver, G. M., and Matthews, R. D. "An Analysis of the Results of Speed Drills with the Metron-o-scope to Increase Reading Rate," *Journal of Educational Psychology*, XXX (December, 1939), 693-98.

Reports the results of training for two fifteen-minute periods per week for ten weeks in the case of sixty-seven members of the slowest sections in seventh, eighth, and ninth grades.

Nelson, Eunice. "A Summary of Investigations Dealing with Results Obtained from Teaching Reading With the Metronoscope," *El Paso Schools Standard*, XX (January, 1943), 3-21.

Summarizes results of experiments which aimed to determine the value and practicability of the metronoscope as an aid in teaching reading at the elementary, high school and college levels.

Wilson, Grace E. and Leavell, Ullin W. "An Experiment with Accelerator Training," *Peabody Journal of Education*, XXXIV (July, 1956), 9-18.

Presents an analysis of the results of an experiment involving 270 tenth-grade pupils in twelve classes divided into six groups which received the following training: accelerator; tachistoscopic; both accelerator and tachistoscopic; direct approach to reading other than mechanical devices; "a guided free reading program"; and the prescribed course of study.

Martens, Mary. "The Role of a Pacer in Improving Comprehension," *Journal of Developmental Reading*, IV (Winter, 1961), 135-9.

Variance analysis of improvement and retention in comprehension skills in a controlled study of 24 experimental and 24 control junior high school subjects over a school year, the experimental subjects using a reading pacer twice a week for ten-minute periods.

Kanarik, Rosella, and Manwiller, C. E. "How a High School Attacks Its Learning Difficulties in Reading and Arithmetic," *Pittsburgh Schools*, XI (January-February, 1937), 94-116.

Describes the steps taken and the results secured in a diagnostic and remedial study among all pupils who entered 7B class in Langley High School, Pittsburgh; considers the value of the telebinocular and the ophthalmograph in diagnosing pupil difficulties in reading.

Anderson, Irving H., and Morse, William C. "The Place of Instrumentation in the Reading Program: I: Evaluation of the Ophthalm-O-Graph," *Journal of Experimental Education*, XIV (March, 1946), 256-62.

Summarizes evidence from eighteen scientific studies bearing on the validity and reliability of eye-movement records secured through the use of the Ophthalm-O-Graph; compares findings with validity and reliability of standardized reading tests.

Pyle, W. H. "The Reading Span," *Elementary School Journal*, XXIX (April, 1929), 597-602.

Reports the results of tachistoscopic tests in Grades I-VIII, inclusive, to determine the development of the "reading span."

Bormuth, John R., and Aker, C. "Is the Tachistoscope a Worthwhile Teaching Tool?" *Reading Teacher*, XIV (January, 1961), 172-6.

Comparison of significance of effects of a 20-week program of tachistoscopic training upon rate, vocabulary and comprehension in 39 experimental sixth-grade pupils matched with 39 control subjects for sex, intelligence, and initial reading achievement.

Marvel, John A. "Acquisition and Retention of Reading Performance on Two Response Dimensions as Related to Set and Tachistoscopic Training," *Journal of Educational Research*, LII (February, 1959), 232-37.

Reports the results of studies among 156 sophomore high school pupils divided into four groups of 39 each to compare "the effect of the tachistoscope and the effect of 'set' for speed on the improvement of rate and comprehension in reading".

Bottomly, Forbes. "An Experiment with the Controlled Reader," *Journal of Educational Research*, LIV (March, 1961), 265-9.

Comparative study, involving 460 pupils in grades 5 and 8 in two Spokane Public Schools, of reading progress by pupils in a three-week Controlled Reader program and those in a conventional developmental reading class.

Traxler, Arthur E. "Value of Controlled Reading: Summary of Opinion and Research," *Journal of Experimental Education*, XI (June, 1943), 280-92.

Presents significant viewpoints and summarizes evidence relative to the value of controlled reading; includes a bibliography of 68 pertinent references.

Reading and Study Skills

Malter, M. S. "The Ability of Children to Read Conventionalized Diagrammatic Symbols," *Journal of Educational Psychology*, XXXIX (January, 1948), 27-34.

Presents the results of tests given in Grades IV to VIII inclusive to determine if the ability of pupils to read conventionalized diagrammatic symbols increases and if this ability varies with the subject-matter containing the symbol.

Malter, Morton. "The Ability of Children to Read Cross-Sections," *Journal of Educational Psychology*, XXXVIII (March, 1947), 157-66.

Summarizes the results of a study to test the hypothesis that pupils in grades IV to VIII cannot read cross-sections meaningfully.

Malter, Morton. "The Ability of Children to Read a Process-Diagram," *Journal of Educational Psychology*, XXXVIII (May, 1947), 290-98.

Reports the results of a study to determine the ability of 227 pupils, grades IV-VIII, in two schools, "to follow the flow of material in a diagram of an industrial process."

Grayum, Helen Stolte. "An Analytic Description of Skimming: Its Purpose and Place as an Ability in Reading," *Studies in Education*, 1952, 137-143 (No. 4 in Thesis Abstract Series), Bloomington, Indiana: School of Education, Indiana University, 1953.

Discusses the methods and findings of an investigation which aimed "to discover the nature of skimming as an ability and its purpose and place in the curriculum by age-grade levels" (fourth grade to adults not in school).

Grayum, Helen S. "Skimming in Reading: a Fine Art for Modern Needs," *Bulletin of the National Association of Secondary School Principals*, XXXIX (September, 1955), 26-34.

Brief discussion of the problems which arise because students are traditionally reminded to "read carefully." Description of a research project designed to study the techniques of superior skimmers among 4th, 7th, and 10th grade pupils, college students, graduate students, and widely read adults. Eye-movements were photographed. Rate, attitude, and comprehension were studied. The techniques of superior skimmers were characterized by (1) flexibility of rate, and (2) individuality.

Munro, Barry C. "Meaning and Learning," *Alberta Journal of Educational Research*, V (December, 1959), 268-81.

Reports the results of a controlled experiment, including 12 seventh-grade classes, "to determine the learning outcomes" from the study of assigned materials, "arranged in an ascending order of meaningfulness", facts, relationships, generalizations.

House, Ralph W., and Williams, Cratis D. "Learning the Webster System of Diacritical Marks in Grades X," *School Review*, LIII (October, 1945), 484-89.

Reports the results of an experiment to determine the number of days needed by 55 tenth-grade pupils "to achieve complete learning of the Webster system of diacritical marks."

House, Ralph W. "Do Pupils Learn to Use Diacritical Marks?" *Journal of Educational Research*, XXXVII (January, 1944), 352-55.

Presents the results of a synthetic word-pronunciation test given to 1,084 pupils in grades IV to XII inclusive to determine competence in using diacritical marks in the independent analysis of unfamiliar words.

Entwisle, Doris R. " Evaluations of Study-Skills Courses: A Review," *Journal of Educational Research*, LIII (March, 1960), 243-51.

Summarizes 22 evaluation reports of study-skill courses in respect to "kind of student," "criterion used," "baseline used," "methods used to correct for bias," and "performance in excess of baseline" both immediate and follow-up.

Howell, Wallace J. "Work-Study Skills of Children in Grades IV to VIII," *Elementary School Journal*, L (March, 1950), 384-89.

Reports the progress in work-study skills of 264 boys and girls in Grades IV to VIII inclusive, as measured by the *Iowa Every Pupil Test of Basic Skills, Test B, Elementary and Advanced*.

Woodring, Maxie N. and Flemming, Cecile White. "A Partial Bibliography on Study," *Teachers College Record*, XXIX (February, 1928), 417-44.

Presents a carefully selected and annotated bibliography on study.

Woodring, Maxie N., and Flemming, Cecile White. "A Survey of Investigations on Study," *Teachers College Record*, XXIX (March and April, 1928), 527-49, 605-17.

Summarizes and interprets the results of a carefully selected series of investigations on study.

Flemming, Cecile White, and Woodring, Maxie N. "Training High School Pupils in Study Procedures, with Emphasis upon Reading, *Teachers College Record*, XXX (March, 1929), 589-610.

Outlines nine types of reading activities that function in study and summarizes types of training that have been provided in each in previous studies.

Hathaway, Gladys M., and French, Helen Aiken. "Study Activities of Children," *University of Pittsburgh School of Education Journal*, III (May-June, 1928), 94-99, 102.

Presents the results of an inquiry in Grades III-VIII, inclusive, to determine the nature of the study activities of pupils.

Keener, E. E. "How to Study in High School," *Chicago Schools Journal*, XI (January, 1929), 167-69.

Reports the results of two experiments undertaken to improve the reading ability of high-school pupils.

Woodring, Maxie N., and Fleming, Cecile White. "Diagnosis as a Basis for the Direction of Study," *Teachers College Record*, XXX (October and November, 1928), 46-64, 134-47.

Outlines procedure in diagnosing causes of poor study habits and summarizes significant findings.

Eurich, Alvin C. "Shall Instruction Be Given?" *Minnesota Journal of Education*, X (December, 1929), 139-41.

Summarizes the results of studies of the value of training high-school pupils to read and study.

Monroe, Walter S., and Engelhart, Max D. "A Critical Evaluation of Experimental Studies Relating to Supervised Study," *Experimental Research in Education*, pp. 77-98. Bureau of Educational Research Bulletin No. 48. University of Illinois Bulletin, Vol. XXVII, No. 32. Urbana, Illinois: University of Illinois, 1930.

Reviews critically a series of experimental studies in the light of six prerequisites of such experiments and suggests explanations for lack of agreement in the results.

Gatto, Frank M. "The Experimental Trial of Certain Practice Lessons in Silent Reading of the Study Type," *Pittsburgh Schools*, VI (November-December, 1931), Pp 92-103.

Describes the preliminary use of practice exercises in silent reading in grades five and six and discusses their value when used in the ninth grade.

Woodring, Maxie N., and Flemming Cecile White. "A Supplementary Bibliography on Study," *Teachers College Record*, XXXIII (March, 1932), Pp. 515-32.

Presents an annotated bibliography on study, including experiments published since 1928.

Mills, Henry C., and Eckert, Ruth E. "An Evaluation of Reading as a Unit in a 'How to Study' course," *School and Society*, XL (August 25, 1934), 261-64.

Reports the effect on speed and comprehension of a unit of instruction, at the high school level, comprising lectures and discussion on the mechanics of reading analyses of methods of deriving more meaning, extensive vocabulary work and practice exercises.

Mills, Henry C., Eckert, Ruth E., and Williams, Muriel W. "Study Habits of High-School Pupils," *School Review*, XLII (December, 1934), 755-61.

Presents evidence concerning the value of a course to improve the study habits of pupils secured through the use of a questionnaire submitted to 218 high school pupils.

Salisbury, Rachel. "A Study of the Transfer Effects of Training in Logical Organization, " *Journal of Educational Research*, XXVIII (December, 1934), 241-54.

Summarizes results of a controlled experiment among 474 pupils in grades VII, IX, and XII to determine effect of training in outlining on intelligence scores, mental age, reading comprehension, reading rate, reasoning, and performance in a similar study situation.

Salisbury, Rachel. "Some Effects of Training in Outlining," *English Journal*, (College Edition), XXIV (February, 1935), 111-16.

Presents the results of an experiment with 474 high-school pupils to determine the value of a "definite period of training in outlining, considered both as a thought-getting and a thought-giving process."

Woodring, Maxie N., and Flemming, Cecile White. "A Third Bibliography on Study," *Teachers College Record*, XXXVI (February, 1935), 397-408.

Presents an annotated bibliography on study, including certain studies relating to reading, for the period 1932-1934 inclusive.

Woodring, Maxie Nave, and Flemming, Cecile White. *Directing Study of High School Pupils*. New York: Teachers College, Columbia University, 1935 (revised). Pp. vi+254.

Presents three successive annotated bibliographies relating to study, including reading, and considers such issues as the value of diagnosis in directing study and remedial instruction as an aid to effective study.

Woodring, Maxie Nave, and Flemming, Cecile White. "Recent Trends in Study," *Teachers College Record*, XXXVII (October, 1935), 27-49.

Summarizes recent trends in various areas of the study field including "a diagnostic and remedial approach to reading as a skill, and an appreciation of reading as a recreational activity.

Cuff, Noel B. "Study Habits in Grades Four to Twelve," *Journal of Educational Psychology*, XXVIII (April, 1937), 295-301.

Reports the methods used and the findings of a study involving 1,250 pupils to determine the relative importance of study habits among dull and bright children, pupils of inferior and superior achievement, for the youngest and oldest pupils in given groups, and for different grade groups.

Bennett, H. K. "A Remedial Program in Reading Involving the Development of the Basic Study Skills and Their Application to the Content Subjects," Circular No. 78, 1937 (Des Moines, Iowa: State Department of Public Instruction, 1937), Pp 28 (mimeographed).

Presents the results of a remedial-reading program in Grades V-VIII inclusive, and outlines a pattern for a remedial program in work-type reading.

McDowell, John G., and Anderson, Howard R. "Testing the Ability of Pupils to Outline, " *School Review*, XLVI (January, 1938), 48-56.

Presents the results of a study among high-school pupils to determine "whether certain types of objective exercises commonly used to test the ability of pupils to organize ideas really measure what they purport to measure."

Mathews, C. O. "Comparison of Methods of Study for Immediate and Delayed Recall," *Journal of Educational Psychology*, XXIX (February, 1938), 101-6.

Summarizes the results of a study among 735 high-school pupils to determine the extent to which the underlining of important concepts and ideas aid in comprehending and seeing the relationships among them.

Wrightstone, J. Wayne. "Growth in Reading Maps and Graphs and Locating Items in Reference Books," *School Review*, XLVII (December, 1939), 759-66.

Summarizes data secured from pupils in Grades VII-XII inclusive, through the use of 1936 form of the Iowa Every-Pupil Test in Basic Study Skills; shows progress curves for grade, mental age, and chronological age groups.

DiMichael, Salvatore. "Increase in Knowledge of How to Study Resulting from a How-to-Study Course," *School Review*, LI (June, 1943), 353-59.

Reports the results of a controlled experiment with 192 ninth grade subjects "to determine the effectiveness of a how-to-study course in helping pupils gain greater knowledge and deeper understanding of good study techniques."

Finch, Charles E. "Junior High-School Study Tests," *School Review*, XXVIII (March, 1920), 220-26.

Describes study tests used in Rochester, New York, in diagnosing the reading and study habits of pupils.

Germane, Charles E. "The Value of the Controlled Mental Summary as a Method of Studying," *School and Society*, XII (December 11, 1920), 591-93.

Presents the results of an experiment with 88 college students and with 136 pupils in Grades VI to VIII, inclusive, to determine the merits of two methods of study.

Germane, Charles E. "The Value of the Corrected Summary as Compared with the Re-reading of the Same Article," *Elementary School Journal*, XXI (February, 1921), 461-64.

Describes the methods and the results of an experiment in Grades V to IX, inclusive, to determine the relative value of a corrected summary and re-reading.

Germane, Charles E. "The Value of the Controlled Summary as a Method of Studying," *School and Society*, XIII (June 25, 1921), 730-32.

Reports the results of an experiment with seventh- and eighth-grade pupils to determine the relative value of answering questions and re-reading for the same period of time.

Giles, F. M. "Investigation of Study Habits of High-School Students," *School Review*, XXII (September, 1914), 478-84.

Reports the answers to questions submitted to more than 250 high-school pupils concerning their reading and study habits.

Gray, William S. "The Relation between Study and Reading, *Addresses and Proceedings of the National Education Association*, LVII (1919), 580-86.

Summarizes the results of a study of the uses made of reading in preparing high-school assignments. Discusses the relation between reading and study.

Monroe, Walter S. *Types of Learning Required of Pupils in the Seventh and Eighth Grades and in the High School*. University of Illinois Bulletin, Vol. XIX, No. 15. Urbana, Illinois: University of Illinois, 1921. Pp. 16.

Reports the major types of textbook study required of pupils in each of eleven school subjects.

Monroe, Walter S., and Mohlman, Dora Keen. "Errors Made by High-School Students in One Type of Textbook Study," *School Review*, XXXI (January, 1923), 36-47.

Presents the results of tests given to one hundred first-year high-school pupils to determine the errors made in one type of textbook study.

Monroe, Walter S., and Mohlman, Dora Keen. *Training in the Technique of Study*, Bureau of Educational Research Bulletin No. 20. University of Illinois Bulletin, Vol. XXII, No. 2. Urbana, Illinois: University of Illinois, 1924. Pp. 66.

Reports the results of a study made of ten high-school pupils who were doing unsatisfactory work to determine the causes of their deficiencies and to discover methods of removing the difficulties.

Piper, Robert Harold. "The Value of Study before a Recitation as Compared with Study after a Recitation." Unpublished Master's thesis, Department of Education, University of Chicago, 1925.

Reports the results of a series of investigations concerning reading and study procedures in Grades IV-VII, inclusive.

Taylor, Orville Edgar. "An Analysis of the Habits of Study of Superior High-School Students." Unpublished Master's thesis, Department of Education, University of Chicago, 1925.

Describes habits of study reported by twenty-eight superior pupils in two high schools and habits of study observed by the investigator.

Yoakum, Gerald Alan. "What Children Do When They Study," *University of Pittsburgh School of Education Journal*, I (September-October, 1925), 12-16.

Presents the results of a study of the statements made in compositions written by 1,665 pupils in Grades III-IX, inclusive, concerning "What I Do When I Study."

Flemming, Cecile White, and Woodring, Maxie N. "Problems in Directing Study of High School Pupils," *Teacher College Record*, XXIX (January, 1928), 318-33.

Presents a classified list of problems encountered by teachers in developing better methods of study among high-school pupils.

Miller, Leo R. "Some Effects of Radio-Listening on the Efficiency of Reading-Type Study Activities," *Journal of Educational Psychology*, XXXVIII (February, 1947), 105-18.

Reports the results of an experiment with thirty-nine boys and forty-six girls in grades seven and eight to determine "the degree to which radio-listening interferes with or stimulates the ability to concentrate on study materials."

Traxler, Arthur E. "Some Results of an Experimental Survey of the Study Habits of Independent School Pupils," 1944 Fall Testing Program in Independent Schools and Supplementary Studies. Educational Records Bulletin No. 42, Pp. 40-49. New York: Educational Records Bureau, January, 1945.

Discusses the reliability of the questionnaire called a Survey of Study Habits and presents correlations between scores on study habits, academic aptitude, and reading achievement.

Roesch, Raymond A. "Teaching Desirable Study Habits Through Experimentation," Catholic Education Review, LI (March, 1953), 152-61.

Presents evidence of the effect on speed and comprehension in reading of practice exercises, which also provided records of progress in meaning vocabulary, speed of reading continuous text, and comprehension of New Testament chapters.

Diagnosis and Treatment of Reading Difficulties

Boyd, Gertrude and O. C. Schwiering. "Remedial Instruction and Case Records: A Survey of Reading Clinical Practices, II," Journal of Educational Research, XLIV (February, 1951), 443-55.

Presents a summary of questionnaire responses from 76 clinics, associated largely with higher institutions, under the following headings: individual and group instruction for remedial reading; amount of time devoted to such help; psychiatric treatment available; student participation in conferences; case studies; home visits, and follow-up of pupils.

Bond, George W., and Botel, Morton. "Practices and Procedures in Ten Eastern Reading Centers, " School and Society, LXXV (June 21, 1952), 389-91.

Summarizes facts secured in visits to ten eastern centers or clinics, concerning staff, facilities, diagnostic procedures, instructional programs, mechanical aids and fees.

Bond, Guy L. and Fay, Leo C. "A Report of the University of Minnesota Reading Clinic," Journal of Educational Research, XLIII (January, 1950), 385-390.

Describes the diagnostic and remedial procedures adopted in the cases of 23 children varying in age from 8 years to 13 years, 6 months; compares the actual with the expected gains from remedial instruction during a period of five weeks.

Johnson, Marjorie S. "A Study of Diagnostic and Remedial Procedures in a Reading Clinic Laboratory School," *Journal of Educational Psychology*, XLVIII (April, 1955), 565-78.

An intensive analysis of the 34 remedial reading cases, average age, 11 years, 4 months. Summarizes characteristics and gives percentages as to the influences of chronological age, sex, capacity, vision, hearing, visual and auditory perception, laterality, social and emotional adjustment, reversal tendencies, school progress and achievement. Assesses the relationships of findings and makes detailed recommendations for more effective analysis and treatment of remedial cases.

Boyd, Gertrude and Schwiering, O. C. "A Survey of Child Guidance and Remedial Reading Practices," *Journal of Educational Research*, XLIII (March, 1950), 494-506.

Summarizes questionnaire responses from 76 clinic centers (60 in colleges and universities, 12 associated with school systems, 4 independent) concerning date of establishment, personnel, purpose of clinic or nature of its services, age limits for admission, types of cases admitted, etc.

Kopel, David, and Geerdes, Harold. "A Survey of Clinical Procedures in the Diagnosis and Treatment of Poor Reading," *The Journal of Educational Psychology*, XXXV (January, 1944), 1-16.

Summarizes responses received in 1940 from fifty-eight psychological clinics located in various sections of the country excepting the Southeast.

Fite, Margaretta W. and Mosher, Margaret M. "The Special Reading Services of the New York Board of Education," *The Reading Teacher*, XII (February, 1959), 181-86.

Describes the clinical programs and summarizes evidence concerning "symptoms of disturbance", "problems within the family", "situational factors and early school experiences" and "adverse physical developmental findings".

Lazar, May (editor). *The Retarded Reader in the Junior High School: A Guide for Supervisors and Teachers*. Bureau of Educational Research, Publication No. 31. New York City: Board of Education, 1952. Pp. 126.

Shows the distribution of the reading-grade scores of 55,140 eighth-grade pupils on the Stanford Reading test; summarizes responses of 88 junior high-school principals concerning practices with retarded readers; presents results of a study of intellectual capacity and functioning of eighty junior high-school retarded readers.

Johnson, Marjorie Seddon. "A Study of Diagnostic and Remedial Procedures in a Reading Clinic Laboratory School," Journal of Educational Research, XLVIII (April, 1955), 565-78.

Presents an analysis of 34 case histories of poor readers and, on the basis of the data secured, makes recommendations for the improvement of analysis and instruction in cases of specific reading disability.

Hester, Kathleen B. "Classroom Problems in the Teaching of Reading," Elementary School Journal, LIV (October, 1953), 84-87.

Summarizes responses of approximately eight hundred elementary-school educators to three questions concerned with the following: (1) changes in schools responsible for today's problems in reading instruction; (2) problems causing greatest difficulty; (3) those problems with which help is most needed.

Gates, Arthur I. "What We Know and Can Do About the Poor Reader," Education, LXXVII (May, 1957), 528-33.

A general summary of the complex hazards to learning to read well, emotional, social, physical, and instructional pitfalls are discussed and some possible remedies suggested.

Robinson, Helen Mansfield. Why Pupils Fail in Reading. Chicago: The University of Chicago Press, 1946. Pp. xiv+258. (See also "Causes of Reading Failure," Education, LXVII (March, 1947), 422-28.

Summarizes and interprets "significant findings and opinions concerning causes of severe reading retardation" and reports the results of intensive clinical studies of the causal factors in the case of twenty-two seriously disabled readers.

Harris, Albert J. "Reading and Other Subject Disabilities," Progress in Clinical Psychology. (Editors Daniel Bower and Lawrence E. Abt), pp. 146-160. New York: Gruno and Stratton, 1956.

Summarizes evidence from 155 sources relative to "Causes of Reading Disabilities," "Diagnosis and Testing," "remedial Instruction in Reading," "Materials for Remedial Work," "Remedial Reading in Special Education."

Fabian, Abraham A. "Reading Disability: An Index of Pathology," American Journal of Orthopsychiatry, XXV (April, 1955), 319-29.

Presents the results of observations in clinical settings which led to the conclusion that the etiology of reading retardations could be explained under a "family-centered" as well as "organ-centered," "school-centered," "child-centered" category.

Witty, Paul. "Reading Retardation in the Secondary School," Journal of Experimental Education, XV (June, 1947), 314-17.

Presents an analysis of the reading status of 100 ninth-grade pupils who were examined in the Psycho-Educational Clinic of Northwestern University.

Witty, Paul A. "Diagnosis and Remedial Treatment of Reading Difficulties in the Secondary School," Educational Trends, III (April, 1934), Pp. 7-13. Evanston; Ill.: Northwestern University.

Presents "An analysis of the reading of fifty ninth-grade children who were examined because of 'repeated manifestations of faulty or inappropriate reading habits."

McCallister, James M. "Character and Causes of Retardation in Reading Among Pupils of the Seventh and Eighth Grades," Elementary School Journal, XXXI (September, 1930), 35-43.

Reports the types of reading deficiencies found among eighteen poor readers through the use of the case-study technique and defines twelve causes of the deficiencies.

Laffey, Rose. "A Program in Remedial Reading," Elementary English, XXVII (April, 1950), 230-39.

Identifies the factors "operating" in 400 reading disability cases whose I.Q.'s ranged from 77 to 144 and reports the frequency of their occurrence.

____________. "Factors in Reading Disabilities," Education, LXII (1952), 624-37.

Retardation must be carefully defined. Definition must recognize a complex of factors including language and experience deficiencies. Different kinds of reading programs should be designed to meet varieties of needs. Developmental reading programs are for those whose reading achievement is equivalent to their capacity for reading. Corrective reading programs should be fitted to those with mild deficiencies. Retarded programs should meet the needs of those with deep seated, more difficult reading problems.

____________. "Signs of Reading Difficulties," Education, LXXVII (1956), 566-71.

Danger signals: bedwetting, finger nail biting, nightmares, dislike for reading. Signs of tension: facial ticks when reading, reversing letters and words, inability to sound out words, word dalling, lip movement, finger pointing, and low comprehension.

Barbe, Walter B. "Instruction Causes of Poor Reading," Education, LXXVII (May, 1957), 534-40.

A brief analysis of the types of faulty or inadequate instruction which may cause reading disability. Barbe discusses topics such as lack of teaching skill, inflexible programs, change of teachers or interruptions in programs, untrained teachers, lack of system in programs, and inadequate attention to individual problems.

Johnson, Marjorie S. "Factors Related to Disability in Reading," Journal of Experimental Education, XXVI (September, 1957), 1-26.

A careful analysis of factors which may cause reading disability. The point of view of the analysis is set forth in a quotation from Gates; in brief, reading disabilities result from failure to identify all possible handicaps and to arrange instruction in such a way that they are directly or indirectly surmounted.

The categories discussed include both acquired and congenital disabilities. The selected factors related to reading disability include visual and auditory functioning, speech and language development, dominance (both central and peripheral)....(etc.)

Barbe, Walter B., Gannaway, Virginia and Williams, Thelma. "Factors Contributing to Reading Difficulties," School and Society, LXXXV (October,12, 1957), 285-86.

Summarizes data relating to the characteristics of 80 children (69 boys and 11 girls) receiving remedial instruction under the following headings - family background, school history, physical factors, and attitudes.

Barbe, Walter B., Williams, Thelma and Gannaway, Virginia. "Types of Difficulties in Reading Encountered by Eighty Children Receiving Instruction at a Reading Clinic, Journal of Educational Research, LI (February, 1958), 437-43.

Reports the frequency of errors in word recognition, word analysis, oral reading and silent reading made by 80 pupils (69 boys and 11 girls) who were selected for tutoring at a reading clinic.

Early, Margaret J. "What Does Research Tell the Classroom Teacher About the Basic Causes of Reading Disability and Retardation?" Improving Reading in the Junior High School, pp. 16-25. U. S. Department of Health, Education and Welfare, Office of Education, Bulletin No. 10, 1957.

Summarizes pertinent research under such headings as "basic causes", "mental factors," "psychological causes", "personality factors," "environmental and social factors," "educational causes".

Johnson, Marjorie Seddon. "Factors Related to Disability in Reading," Journal of Experimental Education, XXVI (September, 1957), 1-26.

Presents a summary of evidence, contained in 179 references, relating to factors underlying disability in reading.

Gray, William S. "Case Studies of Reading Deficiencies in Junior High Schools," Journal of Educational Research, X (September, 1924), 132-40.

Emphasizes the need of diagnostic and remedial work in reading among junior high school pupils.

Preston, Mary I. "The Reaction of Parents to Reading Failure," Child Development, X (September, 1939), 173-79.

Reports the results of interviews with parents of 100 children in Grades II-X possessing an average English vocabulary, normal intelligence (from 90 to 140 I.Q.), and no noticeable physical defects that would lead to maladjustments.

Karlin, Robert. "Who Are Treating Our Disabled Readers?" The Reading Teacher, XIII (April, 1960), 288-92.

Reviews briefly what research says about the causes of reading failures to determine the extent "to which real competence in teaching is necessary if children are to be served."

Eames, Thomas H. "Some Neural and Glandular Bases of Learning," Journal of Education, Boston, CXLII (April, 1960), Entire issue.

An excellent summary of pertinent medical literature bearing on the task of learning to read and reading disability.

Preston, Ralph C. and Schneyer, J. Wesley. "The Neurological Background of Nine Severely Retarded Readers," Journal of Educational Research, XLIX (February, 1956), 455-59.

Reports the findings of neurological examinations of nine carefully selected cases which revealed evidence of brain injuries; suggested the possibility of such injuries in the cases of a larger proportion of poor readers.

Eames, Thomas H., M.C. "The Effect of Endocrine Disorders on Reading," The Reading Teacher, XII (April, 1959), 263-65.

Reports the results of comparisons of 24 reading failures with endocrine dysfunction with 100 reading failures without endocrine dysfunction and 100 controls.

Stauffer, Russell G. "Certain Psychological Manifestations of Retarded Readers," *Journal of Educational Research*, XLI (February, 1948), 436-52.

Summarizes previous studies and presents data concerning fifty-one seriously retarded readers with respect to eleven factors.

Aukerman, Robert C., Jr. "Differences in the Reading Status of Good and Poor Eleventh Grade Students," *Journal of Educational Research*, XLI (March, 1948), 498-515.

Compares data secured from paired cases to secure an answer to the question: "Do good and poor eleventh grade students with intelligence and other factors held constant differ in reading ability?"

Schubert, Delwyn G. "Comparison between Best and Poorest Classroom Readers," *Elementary English*, XXXIII (March, 1956), 161-62.

Summarizes comparisons made by 80 teachers of the best and the poorest reader in their respective classrooms with respect to 12 items.

Burks, Harold F. and Bruce, Paul. "The Characteristics of Poor and Good Readers as Disclosed by the Wechsler Intelligence Scale for Children," *Journal of Educational Psychology*, XLVI (December, 1955), 488-93.

Compares the scores made by 11 good readers and 31 poor readers on the various subtests of the Wechsler Intelligence Scale for Children and suggests a possible explanation for differences in reading ability on the part of the two groups.

Aaron, Ira E. "Comparisons of Good and Poor Readers in Fourth and Eighth Grades," *Journal of Educational Research*, LIV (September, 1960), 34-7.

Comparative study of 175 fourth-grade and 155 eighth-grade pupils of white schools in a Georgia school district with respect to differences among good and poor readers in spelling, spelling of phonetic syllables, syllabication, and intelligence.

Neville, Donald. "A Comparison of the WISC Patterns of Male Retarded and Non-Retarded Readers," *Journal of Educational Research*, LIV (January, 1961), 195-7.

Comparison of the significance of the difference in WISC subtest scores for 35 male retarded readers and normal readers matched by total IQ and grade level.

Hunt, Lyman C., Jr. and William D. Sheldon. "Characteristics of the Reading of a Group of Ninth Grade Pupils," *School Review*, (September, 1950), 348-53.

Presents an analysis of the scores of 19 good readers and 19 poor readers in the ninth grade on tests of reading, intelligence, personality and vision.

Bond, Guy L. and Fay, Leo C. "A Comparison of the Performance of Good and Poor Readers on the Individual items of the Stanford-Binet Scale, Forms L and M," *Journal of Educational Research*, XLIII (February, 1950), 475-479.

Eustis, Richard S. "The Primary Etiology of the Specific Language Disabilities," *Journal of Pediatrics*, XXXI (October, 1947), 448-55.

Supports the contention that speech and reading difficulties may in fact be inherited by citing family trees which reveal persistence of reading and language difficulties.

Jones, Mary M. Wilcox. "Relationship Between Reading Deficiencies and Left-Handedness," *School and Society*, LX (October 7, 1944), 238-39.

Bases conclusions on data secured from 569 right-handed and 57 left-handed junior high school pupils.

Rose, Florence C., "The Occurrence of Short Auditory Memory Span Among School Children Referred for Diagnosis of Reading Difficulties," *Journal of Educational Research*, LI (February, 1958), 459-64.

Summarizes the results of the auditory memory span sub-tests on Form L of the Stanford-Binet Intelligence Test given to 113 remedial reading cases to determine the difficulty of these tests for such pupils.

Isacksen, Roy O. and Roessel, Fred P., "Differences in Reading Ability," *Clearing House*, XXXI (February, 1957), 342-5.

"Does the school program thwart the individual of low ability?" The authors say yes. "Tom is 14 years old. The girls across the aisle is reading A TALE OF TWO CITIES. He can't read the fourth-grade reader on the desk before him." By way of suggesting remedies, Isacksen and Roessel discuss such topics as Success is Important, Text at Their Level, and Repeating Doesn't Improve. They point out the necessity for a realistic acceptance of intellectual, emotional, psychological, and socio-economic differences, and for a grading system which reflects this acceptance.

__________. "Success Levels for Retarded Readers," *Education*, LXXVII (1957), 399-403.

Illustrates problems involved in setting success levels for retarded readers.

Betts, E. A. "Are Retarded Readers Dumb?" *Education*, LXXVI (1956), 568-75.

All poor readers, slow readers, and non-readers are not unintelligent. Reading ability is a special function which is not inevitably linked with low intelligence. A series of case histories of children with high I.Q. scores and low reading capacity illustrates the point. Eight out of ten retarded readers examined had normal or superior intelligence. Importance of recognizing reading ability as a specialized problem is stressed.

Eames, Thomas E. "The Relationship of Reading and Speech Difficulties," *Journal of Educational Psychology*, XLI (January, 1950), 51-55.

Reviews briefly the results of twenty-four investigations in this area and concludes "that both speech and reading troubles are very likely to stem from the same basic defect."

Cole, Doris M. "Bad Boys and Their Books," *Wilson Library Bulletin*, XVI (March, 1942), 532-36, 543.

Compares in respect to intelligence, school grades, and social adjustment thirty high school pupils who read books voluntarily with thirty who did not; includes case studies of both readers and non-readers.

Furness, Edna Lue. "Perspective on Reversal Tendencies," *Elementary English*, XXXIII (January, 1956), 38-41.

Describes various types of reversals, reviews the early theories of the causes of reversals, and summarizes briefly the results of studies which present evidence on which the modern concept of reversals is based.

Siegel, Max. "The Personality Structure of Children with Reading Disabilities as Compared with Children Presenting other Clinical Problems," *Nervous Child*, X (No. 3-4, 1954), 409-14.

Reports the results of a study of "the range of personality structure in known cases of reading disability" and to test the two hypotheses: that "no single personality pattern is characteristic of reading failure"; and that the range of personalities among reading failures differs little from that of other children with emotional problems.

Spache, George D. "Personality Characteristics of Retarded Readers as Measured by the Picture-Frustration Study," *Educational and Psychological Measurement*, XIV (Spring, 1954), 186-92.

Analyzes the scores of 50 retarded readers from six to fourteen years of age on the *Rosenzweig Picture Frustration Test* which is "particulary useful in detecting and assessing the type and extent of frustration present in the unsuccessful reader."'

Knight, Elva E. "Personality Development through Reading," Reading Teacher, VII (October, 1953), 21-29.

A summary of previous studies the results of which are organized under the following headings: "Personality and the Teacher of Reading"; "Basic Philosophy of Reading"; "Relating Personal Development with Reading Development."

Solomon, Ruth H. "Personality Adjustment to Reading Success and Failure," Clinical Studies in Reading, II, pp. 64-82. Supplementary Educational Monographs, No. 77. Chicago: University of Chicago Press, 1953.

Reports the conclusions reached through a study of the records of good and poor readers before and after the two years of instruction in reading to determine "the values of the Rorschach Test in investigating personality adjustment in relation to success and failure in reading.

Russell, David H. "Interrelationships of the Language Arts and Personality," Elementary English, XXX (March, 1953), 167-90.

Presents conclusions based on about 200 students concerning the general relationships between reading and personality and between reading difficulties and personality disturbances.

Robinson, Helen M. "Personality and Reading," Modern Educational Problems (edited by Arthur E. Traxler), pp. 87-99. Report of the Seventeenth Educational Conference, New York City, October 30, 31, 1952), held under the Auspices of the Educational Records Bureau and the American Council on Education. Washington; D. C.: American Council on Education, 1953.

Summarizes the findings of research concerning personality and reading, grouping the studies reviewed in terms of the methods used in evaluating personality.

Russell, David H. "Research on Reading Difficulties and Personality Adjustment," Improving Educational Research, pp. 10-13. 1948 Official Report, American Educational Research Association, 1948.

Presents seven hypotheses based on findings of studies of reading difficulties and personality maladjustment; suggests three lines along which future research in reading may profitably proceed.

Gann, Edith. Reading Difficulty and Personality Organization. New York: King's Crown Press, 1945. Pp. xii+150.

Compares the results of personality and interest tests given to experimental groups of retarded readers and control groups of average and superior readers to test the validity of the hypothesis that reading disabilities are a part of total personality of the reader.

Witty, Paul. "Reading Success and Emotional Adjustment," *Elementary English*, XXVII (May, 1950), 281-96.

Presents evidence from research studies supporting the view that reading success often is definitely affected by the emotional adjustment of pupils.

Stewart, Robert S. "Personality Maladjustment and Reading Achievement," *American Journal of Orthopsychiatry*, XX (April, 1950), 410-17.

Reports the results of a comparative study of superior and inferior readers, including 18 boys and 12 girls ranging in age from 8 years, 6 months, to 12 years, 4 months, all of whom had a long school history of personality maladjustments to determine the influence, if any, of such maladjustment on reading achievement.

Spache, George. "Personality Patterns of Retarded Readers," *Journal of Educational Research*, L (February, 1957), 461-69.

Analyzes the scores made by 125 retarded readers on the Children's Form of the Rosenzweig Picture Frustration Study to identify major types of personality patterns which are significant in understanding the failure of children in reading.

Smith, Donald E.P. "Fit Teaching Methods to Personality Structure," *High School Journal*, XXXIX (December, 1955), 167-71.

Summary of University of Michigan research on personality types and reading progress. No relationship was found between amount of improvement and (1) scholastic aptitude, (2) initial reading ability, and (3) rate of comprehension. However, personality inventories of "fast" and "slow improvers" indicated that "fast improvers" were "sociable, flexible, warm, imaginative persons who had few anxieties." "Slow improvers" were "withdrawn, rigid, suspicious, and very conscientious persons with many anxieties." Smith gives typical case histories of both types and describes treatment techniques.

Russell, David H. "Reading Disabilities and Mental Health: A Review of Research," *Understanding the Child*, XVI (January, 1947), 24-32.

Presents a summary based on 34 research studies relating to reading disabilities and mental health and discusses implications of the findings for the improvement of teaching.

Raines, Shirley and Arthur T. Tait. "Emotional Factors in Reading Retardation," *California Journal of Educational Research*, II (March, 1951), 51-56.

Summarizes the findings of several objective studies presenting data that bear upon the relationship between emotional factors and reading retardation.

Clinical Studies in Reading, I. Supplementary Education Monographs, No. 68. Staff of the Reading Clinics of the University of Chicago. Chicago: University of Chicago Press, 1949. Pp. xiv+173.

Presents the results of diagnostic and remedial studies made during a school year at the elementary, high school and college levels. Includes also the results of studies of visual efficiency and reading, and a series of papers on emotional problems of poor readers.

Grau (S.J.), Albert F. "The Emotional World of the Non-Achiever," *Journal of the American Optometric Association*, XXVIII (April, 1957), 523-31.

Discusses the plight of the non-reader in contemporary society, presents case studies to show the nature of their difficulties and emotional status, and makes recommendations concerning their treatment.

Ephron, Beulah Kanter. *Emotional Difficulties in Reading: A Psychological Approach to Study Problems.* New York: The Julian Press, Inc., 1953. Pp. xvi+289.

Reports a series of 39 interviews with a twenty-year old boy, and varying numbers of interviews with other youth, which were conducted to identify the nature of emotional blocks in reading and the progressive mastering of such difficulties through therapy.

Smith, Nila Banton. "Research in Reading and the Emotions," *School and Society*, LXXXI (January 8, 1955), 8-10.

Presents a brief overview of the nature of the research in this field, as revealed by 34 pertinent studies, major findings, and recent trends in the types of problems studies.

Bouise, Louise Metoyer. "Emotional and Personality Problems of a Group of Retarded Readers," *Elementary English*, XXXII (December, 1955), 544-48.

Compares the emotional and personality problems, using questionnaires and case histories, of 30 seventh-grade retarded readers with 28 superior readers, in the areas of interests, personality rating, environment reaction, and adjustment in both home and school.

Fisher, Bernard. "Group Therapy with Retarded Readers," *Journal of Educational Psychology*, XLIV (October, 1953), 354-60.

Reviews the results of a series of studies which suggested that reading disabilities "are in large part caused and affected by emotional adjustment"; reports the results of a controlled experiment with delinquent boys to test this hypothesis.

Zolkos, Helena H. "What Research Says about Emotional Factors in Retardation in Reading," Elementary School Journal, LI (May, 1951), 512-18.

Discusses factors affecting growth in reading and summarizes the results of specific studies concerning the relation of emotional factors to progress in reading.

Solomon, R. L. "Emotions and Perceptions," Claremont College Reading Conference Eighteenth Yearbook, 69-81. Claremont, California: Claremont College Curriculum Laboratory, 1953.

Reviews the results of seven experiments the findings of which throw light on possible "relations between certain emotional states and certain perceptual phenomena" that might influence reading.

Graham, E. Ellis. "Wechsler-Bellevue and WISC Scattergrams of Unsuccessful Readers," Journal of Consulting Psychology, XVI (August, 1952), 268-71.

Compares the scores made by 96 unsuccessful readers, varying in ages from 8 years, 10 months, to 16 years, 11 months, on the various subtests of the WB and the WISC tests.

Smith, Louis M. and Fillmore, Arline R. "The Ammons FRPV Test and WISC for Remedial Reading Cases," Journal of Consulting Psychology, XVIII (October, 1954), 332.

Report of an experiment carried on with 91 children diagnosed as reading disability cases to determine the correlation between the Ammons Full Range Picture Vocabulary Test and the Performance Scale, Verbal Scale and Full Scale of the Wechsler Intelligence Scale for Children in order to establish the usefulness of the Ammons test as a measure of intelligence for retarded readers.

Altus, Grace T. "A WISC Profile for Retarded Readers," Journal of Consulting Psychology, XX (April, 1956), 155-6.

Presents data from 25 children from 12 elementary schools which showed that children with severe reading disabilities reveal a distinct pattern on the Wechsler Intelligence Scale for Children.

Sheldon, M. Stephen and Garton, Jeanette. "A Note on a WISC Profile for Retarded Readers," Alberta Journal of Educational Research, V (December, 1959), 264-67.

Summarizes test scores "to check and supplement the findings of Altus (1956) on the differential performance of retarded readers on the subtests of the Wechsler Intelligence Scale for children."

Graham, E. E. and Kamano, D. "Reading Failure as a Factor in the WAIS Subtest Patterns of Youthful Offenders," *Journal of Clinical Psychology*, XIV (July, 1958), 302-5.

Presents evidence secured to test the hypothesis that "the 'criminal' unsuccessful reader would produce 'psychopathic' profile but that the 'criminal' successful reader would not".

Hirst, Lynne S. "The Usefulness of a Two-Way Analysis of WISC Subtests in the Diagnosis of Remedial Reading Problems," *Journal of Experimental Education*, XXIX (December, 1960), 153-60.

Analysis of WISC sub-test profiles for 21 severely disabled and 18 mildly disabled readers of normal intelligence with CA's between 8-0 and 13-6.

Kallos, George L., Grabow, J. M., and Guarino, A. "The WISC Profile of Disabled Readers," *Personnel and Guidance Journal*, XXXIX (February, 1961), 476-8.

Analysis of the significance of differences in WISC subtest scores of 37 boys, aged 9-14 and with IQ's of 90-109 to determine the value of the WISC profiles in predicting reading disability.

Richardson, Helen M. and Surko, Elise F. "WISC Scores and Status in Reading and Arithmetic of Delinquent Children," *Journal of* Genetic Psychology LXXXIX (December, 1956), 251-62.

Compares the WISC subtest scores of 105 children varying in age from 8 to 18 with transmuted scores on the Standardized Oral Reading Paragraphs and the Stanford Achievement Scores in Reading and Arithmetic.

Burks, Harold and Bruce, Paul. "The Characteristics of Poor and Good Readers as Disclosed by the Wechsler Intelligence Scale for Children," *Journal of Educational Psychology*, XLVI (December, 1955), 488-93.

The authors compared the records of eleven good readers and 31 poor readers on WISC subtests. They found that (1) the poor readers were significantly low in the information, arithmetic, and coding subtests, (2) the poor readers were significantly high on picture arrangement, block designs, and comprehension, and (3) the good readers were significantly high on the similarities subtest. Hypothesis: poor readers, as a group, are handicapped by an inability to handle abstractions.

Dockrell, W. B. "The Use of Wechsler Intelligence Scale for Children in the Diagnosis of Retarded Readers," *The Alberta Journal of Educational Research*, VI (June, 1960), 86-91.

Reviews results of related studies and reports the results of a study involving 34 retarded readers, ages 8.2 to 14.9 years, for whom a full W.I.S. C. profile was available to determine the diagnostic significance of the profile as a whole and of its sub-parts.

Preston, Ralph C. "The Reading Status of Children Classified by Teachers as Retarded Readers," *Elementary English*, XXX (April, 1953), 225-7.

Presents and interprets the Wechsler IQ's and the reading indexes of 82 pupils in two schools who were "designated by their teachers as having distinct reading retardation."

Bleismer, Emery P. "A Comparison of Results of Various Capacity Tests Used with Retarded Readers," *Elementary School Journal*, LVI (May, 1956), 400-402.

Using data from pupils in grades four to seven, the scores made on four group intelligence tests and on the Durrell-Sullivan Reading Capacity Test were compared with those made on the Revised Stanford Binet Test to determine if group tests could be substituted for the Binet Test.

Justman, Joseph, and Aronow, Miriam. "The Davis Eells Games as a Measure of the Intelligence of Poor Readers," *Journal of Educational Psychology*, XLVI (November, 1955), 418-22.

Bases conclusions on data secured from 245 pupils in nine sixth-grade classes selected from six elementary schools which ranked below the average sixth-grade population.

Plattor, Emma E., Plattor, Stanton D., Sherwood, Clarence and Sherwood, Sylvia. "Relationship between Reading Retardation and the Measurement of Intelligence," *Personnel and Guidance Journal*, XXXVIII (September, 1959), 49-51.

Reports scores made by "on grade" and retarded seventh graders on verbal and non-verbal intelligence tests to determine the validity of the assumption that "low intelligence quotients obtained by retarded readers may reflect their reading retardation rather than a basic inability to learn."

Woodcock, Richard W. "An Experimental Prognostic Test for Remedial Readers," *Journal of Educational Psychology*, XLIX (February, 1958), 23-27.

Describes the nature, development and evaluation of a test, composed entirely of pictures and non-letter symbols, for selecting remedial readers most likely to profit from special instruction in reading.

Groelle, M. C. "Some Results and Implications of Reading Survey Tests Given to Educable Mentally Retarded Children," *Exceptional Children*, XXVII (April, 1961), 443-8.

Comparative survey of reading achievement of educable mentally retarded children, 971 in 1956 and 1,179 in 1959, of elementary and high school age in the Oakland, California schools.

Reed, James C. and Pepper, Roger S. "The Interrelationship of Vocabulary, Comprehension and Rate among Disabled Readers," *Journal of Experimental Education*, XXV (June, 1957), 331-37.

Bases conclusions on the results of three studies, including 100 subjects in each, "in which a two-way analysis of variance was used to determine the interrelationship of rate, vocabulary and comprehension."

Remedial Reading

Witty, Paul and Brink, William. "Remedial Reading Practices in the Secondary School," *Journal of Educational Psychology*, XL (April, 1949), 193-205.

Considers the "extent to which remedial reading programs are being offered in high schools," by examining data from 109 schools concerning: "The objectives sought, the way the needs of pupils are diagnosed, the materials and methods of instruction employed, and the procedures used in evaluating outcomes."

Brink, William G. and Witty, Paul. A. "Current Practices in Remedial Reading in Secondary Schools," *School Review*, LVII (May-June, 1949), 260-6.

Reports findings of a survey of 109 secondary schools to determine "the objectives of remedial reading programs, the bases for selecting students, the activities engaged in, and the methods employed for evaluating students' progress."

Blair, Glenn Myers. "Remedial-Reading Programs in Senior High Schools," *School Review*, XLIX (January, 1941), 32-41.

Summarizes the chief procedures used by 379 high schools in providing for pupils with severe reading handicaps.

Barry, Linda, and Pratt, Marjorie. "A Remedial-Reading Program in a Public High School," *School Review*, XLV (January, 1937), 17-27.

Describes the purpose and organization of a remedial-reading program for a junior-senior high school, the deficiencies discovered, the treatment provided, and the results secured.

Deal, Ada B., and Seamans, Albert. "Group Remedial Reading in High School," *English Journal*, XXVI (May, 1937), 355-62.

Describes the procedures adopted and the results attained with 109 eighth-year and 97 ninth-year pupils who were seriously retarded in reading.

Drake, C. Elwood. "Reading and Remedial Reading in a Junior High School," *Bulletin of the Department of Secondary-School Principals*, XXIII (March, 1939), 100-11.

Presents gains made by 103 mentally capable reading retardates at the junior high school level following five months of intensive reading instruction.

Fitzgerald, James A. "An Experiment in Remedial Reading," *Catholic School Journal*, XXXIX (April, 1939), 108-11.

Describes a series of diagnostic and remedial procedures employed to aid 95 retarded readers in grades 4 to 8, and reports the gains made after 7½ months of training.

Scarlet, Will. "Report on Remedial Reading, New York City High Schools, February, 1937 to January, 1938." High School Remedial Project No. 465-97-3-103, Conducted by the Board of Education of the City of New York and the Works Progress Administration (New York: Board of Education, 1938), pp. 61. (Mimeographed).

Describes the results of a high school remedial reading project the aim of which was "to discover, evaluate, and develop remedial and corrective methods and techniques."

Clowes, Helen, And Robertson, John W. "Enrichment for Poor Readers Through a Remedial Reading Program," *National Elementary Principal*, XVIII (July, 1939), 559-67.

Describes the selection of poor readers in Grades I-VIII, the nature of the difficulties encountered, the types of remedial techniques used and the improvement in nine months.

Collyer, M. Arlene. "Improving Reading in the Ninth Grade," *English Journal*, XXIX (January, 1940), 37-43.

Describes the selection of pupils deficient in reading, the procedures adopted with a group of twenty-four poor readers, and the progress made during six months.

Goodsell, J. G. "A Scientific Approach to the Reading Problem," *American Journal of Optometry*, XVII (January, 1940), 13-16.

Reports a correlation of .85 between expectancy and actual increase in reading grade placement among tenth grade pupils following a semester of remedial reading.

Nutterville, Catherine, and Bloom, Alton Z. "The Remedial-Reading Program in Butte High School," School Review, XLVIII (June, 1940), 428-36.

Reports the results of the diagnosis of 373 pupils entering the IXB grade and of the remedial program in reading provided for those who failed to achieve a reading grade of 9.0 at the beginning of the school year.

Scarlet, Will. "Report on Remedial Reading: New York City High Schools, February, 1938, to January, 1939. Remedial Program in Secondary Schools, #665-97-3-2 WP 12 Conducted by the Board of Education of the City of New York and the Works Project Administration." New York: Board of Education of the City of New York, 1939. Pp. 54 (mimeographed).

Describes the procedures used and the results attained through the remedial program in reading in secondary schools of New York City between February, 1938 and January, 1939.

Lewis, Martha. "Improving the Reading Ability of Vashon High School Students," The Saint Louis Public School Journal, I (September, 1945), 16-20.

Describes the programs adopted for pupils seriously retarded in reading and the amount of improvement on the part of those remaining in special reading classes for three semesters.

Coleman, James C. "Results of a 'Total-Push' Approach to Remedial Education," Elementary School Journal, LIII (April, 1953), 454-8.

Presents evidence of the value of an individualized integrated "bio-psychological approach" to educational retardation, including reading, in the case of ten boys and ten girls between the ages of eight and sixteen.

Harris, Albert J. and Sternberg, William N. "An Analysis of the Characteristics of Pupils in Three Remedial Reading Classes at the High School Level," High Points, XXVI (September, 1944), 43-59.

Presents conclusions based on intelligence test scores, reading test scores, and responses to interest and activity questionnaires from 28 white and 17 negro high-school boys.

Sylvester, Harold D., and Niles, Olive S. "Corrective Reading at Six Cents Per Pupil," Journal of Educational Research, XXXVI (April, 1943), 569-83.

Describes the remedial reading program adopted in grades seven to twelve inclusive, and presents evidence of its effectiveness at a low cost.

Mouly, George J. and Grant, Virginia F. "A Study of the Growth to be Expected of Retarded Readers," Journal of Educational Research, XLIX (February, 1956), 461-65.

Reports the average gain per month of nearly 1,000 retarded readers who were given remedial training in reading centers. On the basis of the data secured, proposed a regression equation for estimating the amount of expected gain per retarded pupil.

Halfter, Irma T. and Douglas, Frances M. "'Inadequate' College Readers," Journal of Developmental Reading, I (Summer, 1958), 42-53.

Compares the scores made by high school graduates on a battery of entrance tests, including the Survey Section, Diagnostic Reading Test, Form D, with their subsequent grade-point averages to identify the predictive value of the tests used.

Turner, Carla S. "Remedial Reading Pays Dividends in the Junior High School," English Journal, XLVIII (March, 1959), 136-40, 153.

Reports the progress in vocabulary, comprehension and speed of 40 junior high school pupils with IQ's above 90, this progress resulting from a semester of remedial reading provided individually in groups of from 15 to 20; indicates changes proposed in future training programs.

Larson, Howard L., Black, D.B., and Browne, M. P. "An Evaluation of an Experimental Method of Teaching Language to Low Ability Grade X Students," Alberta Journal of Educational Research, (September, 1960), 163-75.

One-year comparative study of the improvement of low language achievers in five grade ten Canadian schools organized into four experimental homogeneous groups and four heterogeneous control groups, upon the Iowa Tests of General Vocabulary, Interpretation of Literary Materials, and Correctness of Expression.

Roman, Melvin. Reaching Delinquents Through Reading, Springfield, Illinois: Charles C. Thomas, 1957. Pp. 125.

Comparative clinical study of the effectiveness of three approaches - group remedial reading, tutorial group therapy, and intensive group therapy - in improving reading achievement in 21 male delinquents, aged 13-16, who were severely disabled readers.

Turner, Carla S. "Improving Selection of Pupils for Remedial Reading: A Report of Research," English Journal, L (January, 1961), 23-33.

Description of the grouping and progress of 73 poor readers in seven groups, primarily according to intelligence and motivation, in a year's study in a Florida junior high school.

Trimmer, Russell L., and Corman, Bernard R. "Remedial Reading Can Get Results," *California Journal of Secondary Education*, XXIII (November, 1948), 418-23.

Presents an objective analysis of the characteristics and reading needs of a special group of high-school pupils who were virtually non-readers and the influence of a remedial program on their achievement in reading.

Morrison, A. F. "The Improvement of Instruction in Reading Through Diagnostic and Remedial Measures," *Public School Messenger*, XXIII (January, 1926), 27-37. St. Louis, Missouri: Board of Education.

Describes the effect of diagnostic and remedial measures in Grades II-VII, inclusive, of a public school.

Yorgan, Dorothy D., "I Can Read," *Bulletin of the National Association of Secondary School Principals*, XLII (February, 1958), 113-26.

This article describes a successful program for teaching slow-learning pupils in separate classes at Phillip Junior High School in Minneapolis. Pupils selected for the special program were those who had histories of unsuccessful school experience and who were two or more years retarded in reading. These were placed in a block program by themselves for all subjects except gym, foods, clothing, art, and shops. Mrs. Yorgan outlines methods and materials used and summarizes the success of the program; the majority of the pupils made significant gains in reading and improved decidedly in general behavior. The pupils themselves expressed satisfaction with the course and their own progress and felt more secure about going into the next grade.

Lyons, Anita F. and Campbell, Lillian E. "Reading Programs for Retarded Readers of Average Ability," *High School Journal*, XXXIX (November, 1955), 112-17.

The authors describe two high school programs, one a summer program, for the 10% to 25% of students who have an average I.Q. of 90 to 110 and who are not reading up to mental capacity. Materials of value to both programs are listed.

Orr, Dorothy. "Does Remedial Reading Carry Over in Junior High School?" *Peabody Journal of Education*, XVIII (July, 1940), 452-59.

Presents data showing the status of pupils when remedial reading began, the number of years of training, and the amount of gain; also summarizes conclusions concerning desirable procedures in remedial reading.

Nutterville, Catherine. "The Remedial Reading Program in Butte High School," *Educational Administration and Supervision*, XXVI (November, 1940), 572-84.

Presents the results (a) of mental and reading tests given to all entering ninth-grade pupils and (b) of remedial instruction in reading given to all who did not reach the grade equivalent of 9.0 in reading.

Mathewson, Angell and Michalson, Harry R. "The Nature and Worth of a Program of Remedial Reading," *The Bulletin of the National Association of Secondary School Principals*, XLI (September, 1957), 83-89.

Presents data showing the distribution of ages, intelligence quotients and reading grades on the Metropolitan Reading Test of 52 deficient readers; describes the remedial reading instruction given and the progress achieved during four months.

Tufvander, Ellis A., and Zintz, Miles V. "A Follow-up Study of Pupils with Reading Difficulties," *Elementary School Journal*, LVIII (December, 1957), 152-56.

Presents the results of follow-up tests in the case of 140 pupils in grade I to XI inclusive to determine the extent to which the diagnostic and remedial services of the Educational Clinic of the Iowa State Teachers College had proved effective.

Fry, Edward. "Developing a Word List for Remedial Reading," *Elementary English*, XXXIV (November, 1957), 456-58.

Describes the sources, methods of selection and the final choice of a test of 600 words, arranged in groups of 25 and presented in the order of frequency in the sources used.

Murphy, Harold D. and Davis, Frederick B. "A Note on the Measurement of Progress in Remedial Reading," *Peabody Journal of Education*, XXVII (September, 1949), 108-111.

Presents data secured from tenth and eleventh grade pupils which challenge the validity, because of the failure to correct "for change," of the large gains reported frequently as a result of remedial training.

Jacobson, P. B., and Van Dusen, E. C. "Remedial Instruction in Reading in the Ninth Grade," *School Review*, XXXVIII (February, 1930), 142-46.

Reports the methods used and the results secured through remedial instruction given to 102 ninth-grade pupils.

Hogoboom, Grace W. "Remedial Reading for the Slow-learning Pupils of the Junior High School," *Los Angeles Educational Research Bulletin*, X (April, 1931), 13-16.

Presents typical achievement records in reading of pupils in Grade VII B and describes procedures which may be used to advantage with such pupils during the junior high school period.

McCallister, James M. "The Effectiveness of Remedial Instruction in Reading in the Junior High School," *School Review*, XXXIX (February, 1931), 97-111.

Describes the methods used in overcoming the reading deficiencies of twelve "decipherers," four "slow learners," five "slow, accurate readers," and six "word-readers" and reports data showing the permanency of improvement.

Slemons, Agnes. "Reading Ability of High-School Students," *English Journal*, XXI (April, 1932), pp. 299-302.

Describes the methods used and the results secured through three remedial techniques used for a month with 96 eleventh-grade pupils.

Weglein, David E. "Remedial Reading in the Junior High School," *One Hundred and Second Annual Report of the Board of School Commissioners of Baltimore City to the Mayor and City Council for the Scholastic Year Ending June 30, 1931, and the Fiscal Year Ending December 31, 1930*, pp. 92-99.

Reports initial reading scores of poor readers in the junior high school and the improvement resulting from three months of remedial training.

Weglein, David E. "Growth in Reading Ability of Certain Junior High Pupils," *One Hundred and Second Annual Report of the Board of School Commissioners of Baltimore City to the Mayor and City Council for the Scholastic Year Ending June 30, 1931, and the Fiscal Year Ending December 31, 1930*, pp. 100-104.

Presents records of the progress in reading of junior high-school pupils as a result of remedial training during a three-year period.

Unzicker, Cecilia E., and Flemming, Cecile White. "Remedial Instruction and Aid to Effective Study," *Teachers College Record*, XXXIV (February, 1933), pp. 398-413.

Reports the deficiencies of 51 pupils in Grades II to IX inclusive in reading, arithmetic, study skills, etc., and describes the methods of remedial treatment used and the general results attained.

Witty, Paul A., and LaBrant, Lou L. "Some Results of Remedial Instruction in Reading," Educational Trends, II (January, 1933), pp. 7-13.

Describes the remedial measures adopted with a group of twenty-one slow readers in a ninth-grade class and the resulting changes in the attitude and achievement of the pupils.

Gatto, Frank M. "Remedial Reading in Pittsburgh High Schools," Pittsburgh Schools, IX (September-October, 1934), 3-12.

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